

mikrofilem

MF 304

C.O.576

gul.34

FEDERATED MALAY STATES
SESSIONAL PAPERS
1936

Mengandungi Laporan tahunan Pertanian;Laporan tahunan berkaitan kelahiran dan kematian;laporan tahunan syarikat kerjasama;laporan tahunan Jabatan kastam dan eksais;laporan tahunan Jabatan Parit dan taliair;laporan tahunan pendidikan;Laporan tahunan Jabatan Letrik;Laporan tahunan Jabatan Perikanan; Laporan tahunan Jabatan Perikanan;Laporan tahunan Jabatan Perhutanan;Laporan Tahunan Jabatan Buruh;dll.

180004841

C.—THE AGRICULTURAL EDUCATION BRANCH.

THE SCHOOL OF AGRICULTURE, MALAYA.

401. *School Register.*—Of the 75 boys on the register at the end of 1935, one was withdrawn by his parents early in January while three were expelled in February and one suspended for three months for disciplinary reasons. Twenty students and 27 pupils left in April on the conclusion of their respective courses of training while two 1st-year students were dismissed for unsatisfactory progress.

402. Twenty-six students and 32 pupils were newly admitted in May, the 1936/7 session thus starting with a full complement of 80 boys. Nearly 20 applications for admission as private students, mainly from Chinese, had to be refused through lack of accommodation. The continued paucity of Indian students is noteworthy.

403. *Scholarships.*—Six major and six minor scholarships were again awarded by the Federated Malay States and three of each by the Straits Settlements Government, tenable for two years and one year respectively. Two hundred and twenty-two candidates were examined at 18 centres for these scholarships. The Federated Malay States scholarships are open only to Malays. In the case of the Colony, where this restriction does not exist, the major scholarships were all gained by Chinese and the minor scholarships by Malays.

404. The Edwin Philips Scholarship, for which there were seven candidates, was won by a Straits Chinese. In addition, a one-year course scholarship was awarded to a Kuala Lumpur Malay from funds raised locally by the District Officer.

405. Two Straits Settlements minor scholarships were awarded in February. Of these, one was won by a Chinese and the other by a Malay.

of each by the Straits Settlements Government, tenable for two years and one year respectively. Two hundred and twenty-two candidates were examined at 18 centres for these scholarships. The Federated Malay States scholarships are open only to Malays. In the case of the Colony, where this restriction does not exist, the major scholarships were all gained by Chinese and the minor scholarships by Malays.

404. The Edwin Philips Scholarship, for which there were seven candidates, was won by a Straits Chinese. In addition, a one-year course scholarship was awarded to a Kuala Selangor Malay from funds raised locally by the District Officer.

405. Two Straits Settlements major scholars were deprived of their scholarships in February. Of these, one was readmitted in May as a private student.

406. *Training.*—Training followed the same lines as in previous years, both in class and in the field. The Central Experiment Station, which adjoins the school, again provided lecturers in horticultural technique and animal husbandry in addition to providing facilities for field and factory instruction once a week. The importance of this part of the curriculum cannot be overstressed as it familiarises the students with a wide range of crops and cultural operations.

407. The number of pupils in the one-year course was again large and two parallel classes, each conducted in Malay, had to be arranged.

408. Evening classes in colloquial Tamil were continued. These are compulsory in the case of major scholars. The enrolment of private students is voluntary, but a large proportion of them attended the classes regularly.

409. *Poultry*.—Poultry husbandry continued to prove a popular subject with the students and the school flocks, although small, attracted considerable attention from the public. All flocks are penned and are fed on rations evolved at the school. Except in the breeding pens, where permanent houses were erected in 1933, the fowls are housed exclusively in portable night-arks. Health was good on the whole, but eight adult birds succumbed from undiagnosed causes during the wet season at the end of the year.

410. The public demand for live birds and settings of eggs was again well in excess of what the school could supply. Actual distributions included 41 mature cockerels and 30 pullets for breeding purposes, 376 eggs for hatching and 161 fowls and 9,961 eggs for consumption, revenue amounting to \$714.72.

411. *Revenue and Expenditure*.—The cost of maintaining the school during 1936 amounted to \$42,354.90, of which \$28,163.60 represents staff salaries and \$1,944 was in respect of Public Works Department expenditure. The average cost was, therefore, just under \$550 per student per annum.

412. Revenue, including rent on Government quarters, amounted to \$9,029.34, of which \$6,655 was derived from tuition fees (as compared with \$6,120 the previous year) or an average of \$86 per student per annum.

413. *Employment of Post-Students*.—Of the 20 second-year students who left in April, three Malays were appointed to junior posts in the Department of Agriculture, Straits Settlements and Federated Malay States, two Malays proceeded to similar appointments in Kedah and Kelantan, two Malays and three Chinese became Asiatic Rubber Instructors in the Rubber Research Institute, two Malays and two Chinese obtained

of Public Works Department expenditure. The average cost was, therefore, just under \$550 per student per annum.

412. Revenue, including rent on Government quarters, amounted to \$9,029.34, of which \$6,655 was derived from tuition fees (as compared with \$6,120 the previous year) or an average of \$86 per student per annum.

413. *Employment of Post-Students.*—Of the 20 second-year students who left in April, three Malays were appointed to junior posts in the Department of Agriculture, Straits Settlements and Federated Malay States, two Malays proceeded to similar appointments in Kedah and Kelantan, two Malays and three Chinese became Asiatic Rubber Instructors in the Rubber Research Institute, two Malays and two Chinese obtained employment on rubber estates (of whom one Malay proved unsatisfactory and was eventually dismissed), while an Indian student obtained a post as gardens overseer at the Woodleigh Nurseries, Singapore.

414. Of the 27 pupils who also left in April, three Malays were appointed to subordinate posts in the Department of Agriculture, six Malays and six Chinese proceeded to similar appointments in Johore, Trengganu and Sarawak, while one resumed duty as a Penghulu in Malacca.

415. Five old boys were also found employment during the year, two as laboratory assistants in the Rubber Research Institute, one on an estate, and two in miscellaneous posts, one of which lasted only a few months.

416. *Special Courses.*—A refresher course for junior officers of the Department of Agriculture, lasting four days, was held in April and was attended by 23 officers.

417. On completion of their one-year course, nine Johore pupils were given further practical training for about two months at the Central Experimental Station and the school.

418. The newly appointed Asiatic Rubber Instructors underwent part of a special intensive course of training at the school in May, the remainder of the course being carried out by the Rubber Research Institute itself.

419. Part I of the annual course for Penghulus was again held at Serdang in August, 20 men attending for a period of six days and subsequently proceeding in separate groups to Kuala Lumpur, Klang and Malacca for instruction in rubber, copra and rice respectively. In addition, a number of Asiatic officers from various departments attended the school during the year for short practical courses in poultry management.

D.—THE ECONOMICS, STATISTICS AND PUBLICATIONS BRANCH.

ENQUIRIES.

420. The branch supplied statistical and other data on crop production, imports and exports, to officers of the department and a review of agricultural production in Malaya in 1935 for the Adviser on Agriculture.

421. Eighty letters in the Malay language and eighteen in Chinese were received and replies were despatched in those languages.

STATISTICS.

422. The following statistical work was carried out during the year:

(a) RUBBER.—

(i) Weekly prices obtained for small-holders' rubber at three typical centres were published in tabular form monthly in the *Malay Agricultural Journal*.

(ii) A preliminary report on rubber small-holders' production was published in the *Malay Agricultural Journal*.

FEDERATED MALAY STATES

**Annual Report on Education
in the Federated Malay States
for the year 1936**

BY

F. J. MORTEN,
Adviser on Education, Malay States.

PART II

CHAPTER I

OUTSTANDING EVENTS OF THE YEAR

The total enrolment in all schools at the end of November was found to have risen from 114,664 (83,468 boys and 31,196 girls) in 1935 to 125,770 (100,710 boys and 35,063 girls) in 1936, a 9.7 per cent. increase on 1935 and over 20 per cent. increase on 1934. The increases in the different types of schools were as follows:—

		Boys	Girls	Boys and Girls
English schools	...	671	442	1,113
Malay vernacular schools	...	2,220	1,490	3,710
Tamil " "	...	1,059	929	1,988
Chinese " "	...	3,292	1,006	4,298
		<hr/>	<hr/>	<hr/>
Totals	...	7,242	3,867	11,109

The proportion of girls to boys being educated rose from 1 to 2.68 in 1935 to 1 to 2.58 in 1936; in English schools in 1936 it was 1 to 2.54 (the Government and aided schools alone, 1 to 2.17) in Malay vernacular schools 1 to 2.7, in Tamil vernacular schools 1 to 2.0 and in Chinese vernacular schools 1 to 2.8; these proportions grow higher year by year.

The Malay Women Teachers' Training College which was opened in Malacca at the beginning of 1935, sent out the first batch of trained women teachers at the end of 1936. This is a very important landmark in the history of Malay girls' education and indeed in the social progress of the race. A report on the College is given in Appendix XVIII.

Raja ZAHAR, a pupil of the Malay College, Kuala Kangsar, was elected Head Malay in the Federated Malay States to be awarded a Gold Medal.

Two former pupils of King Edward VII School, Kuala Lumpur, were granted Government scholarships.

to 2.7, in Tamil vernacular schools 1 to 2.8; these proportions grow higher year by year.

The Malay Women Teachers' Training College which was opened in Malacca at the beginning of 1935, sent out the first batch of trained teachers at the end of 1936. This is a very important landmark in the history of Malay girls' education and indeed in the social progress of the race. A report on the College is given in Appendix XXIII.

Raja ZAHAR, a pupil of the Malay College, Kuala Kangsar, was the second Malay in the Federated Malay States to be awarded a Queen's Scholarship.

Two former pupils of King Edward VII School, Taiping, were among the first four Malays to be granted commissions in the new Malay Regiment.

In Pahang a School Certificate Class was formed for the first time and nine out of the eleven pupils obtained the certificate.

The Education policy of the Government which was outlined in Appendix XX in the Report for the year 1932 was modified in certain particulars. A statement of these modifications will be found in Appendix XXI to this Report.

The Education Codes were all revised during the year and reprinted.

The approval of Government was obtained for the revival of the appointment of Inspector of Tamil Schools which was abolished during the slump and an officer was selected and commenced his study of the Tamil language.

Early in the year a Conference of Inspectors of Schools was held at Kuala Lumpur under the Chairmanship of the Adviser on Education when various matters connected with Education were discussed.

CHAPTER III

FINANCE

REVENUE

(One dollar Straits Settlements currency is equivalent to two shillings and four pence sterling.)

The total revenue of the Education Department in 1936 amounted \$530,325.24, collected as follows:—

		<i>School Fees</i>	<i>Education Rate</i>	<i>Miscellaneous</i>	<i>Totals</i>
		\$ c.	\$	\$ c.	\$
Federal	...	—	—	—	—
Perak	...	157,995 64	87,825	6,349 92	252,170 56
Selangor	...	83,419 00	124,057	4,442 18	211,918 18
Negri Sembilan	...	22,640 50	18,863	—	41,503 50
Pahang	...	21,479 00	3,247	7 00	24,733 00
Totals	...	285,534 14	233,992	10,799 10	530,325 24

The revenue for 1935 was \$591,794, collected as follows:—

		<i>School Fees</i>	<i>Education Rate</i>	<i>Miscellaneous</i>	<i>Totals</i>
		\$	\$	\$	\$
Federal	...	—	—	—	—
Perak	...	116,639	88,488	122,358	327,485
Selangor	...	74,242	117,146	9,178	300,566
Negri Sembilan	...	20,820	18,835	—	39,655
Pahang	...	18,047	5,993	—	24,040
Totals	...	229,748	230,462	131,536	591,746

Totals ... 205,354

The revenue for 1935 was \$591,794, collected as follows:—

	<i>School Fees</i>	<i>Education Rate</i>	<i>Miscellaneous</i>	<i>Total</i>
	\$	\$	\$	\$
Federal ...	—	—	—	—
Perak ...	116,639	88,488	122,358	327,485
Selangor ...	74,242	117,146	9,178	200,566
Negri Sembilan ...	20,820	18,835	—	39,655
Pahang ...	18,047	5,993	48	24,088
Totals ...	229,748	230,462	131,584	591,794

EXPENDITURE

The expenditure, including that on the Malay College at Kuala Kangsar, was \$3,231,121.55 as against \$2,907,399 in 1935. The amount for the various States were as follows:—

	<i>Personal Emoluments</i>	<i>Other Charges</i>	<i>P.W.D. Expenditure</i>	<i>Total</i>
	\$	\$	\$	\$
Federal ...	21,212 00	25,001 00	—	46,213 00
Perak ...	847,924 50	575,019 58	118,727 77	1,541,671 85
Selangor ...	536,485 60	351,333 22	44,471 00	932,290 82
Negri Sembilan ...	304,367 72	121,143 76	40,275 91	465,787 39
Pahang ...	180,915 48	41,196 63	23,047 38	245,159 49
Totals ...	1,890,905 30	1,113,694 19	226,522 06	3,231,121 55

The expenditure on the Malay College, Kuala Kangsar, was \$500,000, on the Sultan Idris Training College \$124,827, and on the Technical School \$30,553.

The above figures include the clerical service.

The net expenditure after deducting the revenue from school fees, education rate and miscellaneous sources was :—

				\$	c.
Federal ...	...	...	...	46,213	00
Perak ...	...	...	...	1,289,501	29
Selangor ...	...	...	...	720,371	64
Negri Sembilan ...	...	...	...	424,283	89
Pahang ...	...	...	...	220,426	49
Total ...				2,700,796	31

The amounts and corresponding percentage of the gross expenditure spent on the various branches are estimated as follows (Appendix XXII refers) :

	<i>Gross Expenditure</i> \$	<i>Percentage of total gross expenditure</i>
Secondary English education ...	490,016 (a)	15.4
Elementary English education ...	972,534	30.7
Malay education ...	1,337,195 (b)	42.2
Chinese education ...	163,576	5.2
Tamil education ...	103,506	3.2
Vocational education ...	105,107	3.3
Totals ...	3,171,934 (c)	100

Grants-in-aid paid to English schools totalled \$420,820. The amount raised by States were as follows :—

1915

\$

105,704

105,704

Chinese education	...	163,570	3.2
Tamil education	...	103,506	3.3
Vocational education	...	105,107	
Totals	...	3,171,934 (c)	100

Grants-in-aid paid to English schools totalled \$429,820. The amounts disbursed by States were as follows:—

	1935	1936
	\$	\$
Perak	195,704	217,086
Selangor	150,251	161,098
Negri Sembilan	40,896	51,636
Totals	386,851 (d)	429,820 (d)

The average amount of grants-in-aid per pupil in aided English schools worked out at \$41.93 (£4 17s. 10d.), an increase of \$4.32 (10s. 1d.) on the 1935 figure. The increase is due to the restoration of the full rate of grants-in-aid which had been reduced during the slump.

In Government English schools the cost to Government per pupil was \$8.57 (£10 6s. 8d.), a decrease of \$2.41 (5s. 8d.). The number of pupils receiving free education at Government expense, however, was much

(a) Including \$59,612 for the Malay College, Kuala Kangsar, a percentage of 1.9 of the total expenditure.

(b) Including \$107,417 (F.M.S. share only, including \$51,503 P.W.D. expenditure) for the Sultan Idris Training College, a percentage of 3.3 of the total expenditure.

(c) This does not include expenses incurred on Queen's Scholarships, Raffles College and College of Medicine.

(d) Includes contributions to the Lay Teachers' Provident Funds and Cadet Corps.

greater in Government schools than in aided schools. If fees were credited for such free pupils, the cost to Government per pupil in Government schools would be \$78.23 (£9 2s. 7d.) and in aided schools \$39.4 (£4 12s. 2d.) and these are better figures of the true cost per capita in the above two types of schools than the figures first given. The average cost to Government of each pupil in Government and aided English schools was \$59.60 (£6 19s. 1d.).

The grants-in-aid paid to Chinese schools amounted to \$115,921.5 (£13,524 3s. 6d.), an increase of \$36,024 (£4,202 16s. 0d.) in the 1935 figure. This is equivalent to \$5.83 (13s. 7d.) per pupil on the average enrolment, a decrease of \$1.58 (3s. 8d.) in the corresponding 1935 figure.

The grants-in-aid paid to Tamil schools amounted to \$78,78 (£9,191 16s. 4d.) equivalent to \$6.43 (15s.) per pupil on the average enrolment. The corresponding figures for 1935 were \$55,738 (£6,502) and \$5.35 (12s. 6d.). It must be noted, however, that the grant paid in 1935 was in respect of amounts awarded for 1935 and similarly as regards the grant paid in 1935.

CHAPTER IV

PRIMARY EDUCATION—BOYS

GENERAL

Primary education in English is supplied in the primary divisions of English schools, but as all English schools form part of a secondary school system, consideration of this type of education is deferred to Chapter V which deals with secondary education. The vernacular schools are the only schools that can be classed as purely primary schools. In these the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country; Chinese and Tamil are the languages of the Chinese and Malays respectively. Government and Government-aided primary schools are

CHAPTER IV

PRIMARY EDUCATION—BOYS

GENERAL

Primary education in English is supplied in the primary divisions of English schools, but as all English schools form part of a secondary school system, consideration of this type of education is deferred to Chapter V, which deals with secondary education. The vernacular schools are the only schools that can be classed as purely primary schools. In these the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country; Chinese and Tamil are the languages of immigrants.

There are no Government or Government-aided schools of any sort purely for Europeans.

There are no vocational primary schools, though certain Malay vernacular schools have carpentry classes attached to them.

(a) PRIMARY EDUCATION IN ENGLISH

The English schools are either purely secondary schools, or secondary schools with primary divisions (like certain schools in the United Kingdom which have their own "Preparatory Schools" attached to them), or primary schools which are preparatory for and feeders of the secondary schools. Primary education in English is given in the first seven classes (Primary I and II and Standards I to V) in these primary divisions or primary schools. English is the medium of instruction throughout, though it is a foreign language to all but a few European and Eurasian children.

(b) MALAY VERNACULAR SCHOOLS

In 1936 there were 472 of these schools, an increase of seven on the number in 1935. Two hundred and twenty-four were in Perak (an increase of 2), 79 in Selangor (an increase of one), 82 in Negri Sembilan (an increase of one) and 87 in Pahang (an increase of three). A number of new schools is required especially in the new Sungai Manik irrigation area in Perak where there is a large colony of settlers and at Pulau Ulu in the off-shoot Port Swettenham in Selangor.

Usually the first temporary school buildings are put up by the village themselves and upkept by them for a number of years but in the Sungai Manik area an exception is being made as the preparation of the land for rice-growing from virgin jungle and swamp land entails an enormous amount of work and the settlers will have their hands full without additional work. Moreover it is considered that the provision of schools for the children will help to attract desirable settlers and encourage them to stay.

In the Anak Ayer Denak and Tasek Malay schools in Perak the pupils are respectively Sakai and Siamese, but the language they learn is Malay. In the Belukar Semang School in the same State the teacher is Siamese and the pupils study partly in Siamese and partly in Malay (using the romanised script).

Practically all of these schools are rural and follow a curriculum specially devised to suit rural conditions; the curriculum of the very few urban schools is a slightly modified form of that used in the rural schools.

The average enrolment was 41,467 and the percentage attendance 93.3, increases of 3,404 and 0.3 per cent. respectively on the figures for 1935. In Pahang, the average attendance was 92 per cent. Considering the poor state of the country paths and the frequent rises of level in the rivers this figure is creditable. (Appendix XV refers).

In centres where there are no girls' schools it is usual to find a number of girls attending the boys' schools. At the end of November there were 7,790 of these, an increase of 754 over the 1935 figure. In Perak there were 2893, in Selangor 2432, in Negri Sembilan 1477, and in Pahang 988. In Negri Sembilan nearly 400 girls had to be refused admission. Girls attending boys' schools must be under twelve. Whenever the number of girls at a boys' school justifies it, a woman teacher is, if possible, appointed to the staff to take needlework with the girls and to teach general subjects to the mixed first year classes. Co-education, however, is not a policy laid down by the department, although it has advantages as regards both efficiency and economy. In a Mohammedan country it is essential that the demand for co-education should come from the parents and that it should not be imposed by Government.

In centres where there are no girls' schools, girls attending the boys' schools. At the end of November there were 2,700 of these, an increase of 754 over the 1935 figure. In Perak there were 2893, in Selangor 2432, in Negri Sembilan 1477, and in Pahang 821. In Negri Sembilan nearly 400 girls had to be refused admission. Girls attending boys' schools must be under twelve. Whenever the number of girls at a boys' school justifies it, a woman teacher is, if possible, appointed to the staff to take needlework with the girls and to teach general subjects to the mixed first year classes. Co-education, however, is not a policy laid down by the department, although it has advantages as regards both efficiency and economy. In a Mohammedan country it is essential that the demand for co-education should come from the parents and that it should not be imposed by Government.

Attendance is compulsory for all boys between the ages of seven and 14 who live within a radius of two miles of a school. For non-attendance of their boys parents or guardians may be summoned and fined. It is found, however, that resort to summoning is growing from year to year less and less necessary, as most parents are very desirous of sending their children to school. The co-operation provided by District Officers and Penghulus (local headmen) is much appreciated. If we compare the enrolment with an age-group of five years (the normal length of the school course) from the 1931 census report we find that 100 per cent of Malay boys get a vernacular education. Probably the percentage is a little lower, as some boys stay at school more than five years. On the other hand some boys spend less than five years at school. In this connection it is worthy of note that both the Dutch in the Netherlands East Indies and the French in Indo-China seem to consider that the majority of the peasantry needs no more than a three years' education.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government. Parents, however, are often willing to erect a temporary building if Government will supply the teacher, and many schools have been started in this way.

The aim of these schools is first to give a general and practical education to boys who will remain on the land and find occupation in local agriculture, and to those who will probably find employment in work that does not require a knowledge of English, and secondly, to give a sound educational foundation in the vernacular on which an education in English can be built to those boys who wish to proceed eventually to an English school. No deliberate attempt is made to supply vocational training, but the general policy adopted is, while giving a sound grounding in "the three Rs", to try to foster an interest in agriculture and the other business of the "kampongs" or villages. No English is taught in the ordinary school hours.

It has been mentioned above that attendance is compulsory in certain circumstances for boys between the ages of seven and fourteen, but parents who wish their children to receive an education in English in addition to that in Malay are growing alive to the necessity for sending them to school at the age of five or six so that they may be able to pass out of Standard IV (*see below*) before they reach their eleventh birthdays and so that they may thus qualify for admission to the English school free from the payment of fees. Malay parents are encouraged to follow this procedure, but they are not debarred from sending their children to the English school at the age of six without their having attended the vernacular school provided they are prepared to pay the fees demanded from parents of other race.

The schools are open four hours a day (usually from 8 A.M. till 12 noon, but in some places later), six days a week (Saturdays to Thursdays, inclusive), and roughly 220 to 240 days a year. Generally they are closed for about five or six weeks at the time of the "Puasa" (or fasting month) and for two weeks on each of two other occasions in the course of the year. It was formerly the custom to give the short holidays at the times of the rice-planting and the rice-harvesting, but it is becoming more usual now to spread the three holiday periods more or less evenly over the year. In most schools pupils are assembled at 7 to 8 A.M. for practical instruction in vernacular traditions.

are not debarred from sending their children to school at the age of six without their having attended the vernacular school. They are prepared to pay the fees demanded from parents of other races.

The schools are open four hours a day (usually from 8 A.M. till 12 noon, but in some places later), six days a week (Saturdays to Thursday inclusive), and roughly 220 to 240 days a year. Generally they are closed for about five or six weeks at the time of the "Puasa" (or fasting month) and for two weeks on each of two other occasions in the course of the year. It was formerly the custom to give the short holidays at the times of the rice-planting and the rice-harvesting, but it is becoming more usual now to spread the three holiday periods more or less evenly over the year. In most schools pupils are assembled at 7.30 A.M. for practical agricultural and physical training.

The normal length of the school course is five years, in which time the pupils pass through five standards. In a few schools in Perak there exists a sixth standard and in Negri Sembilan there are post-Standard V classes. In no case is a boy allowed to stay more than two years in Standard V.

In Negri Sembilan in 1932 a Post Standard V Course (Darjah Latehan) was established to retain the brighter boys in the schools for a further three years. In 1936 the course was altered to four years. After the annual Standard V examination boys of under 13 years of age who have obtained a good pass are admitted to the 1st Year Class. During the year there are two official tests conducted by a board of examiners. At the end of the year the majority proceed to 2nd Year and so on to the 4th Year. From the 4th Year boys are selected the Student Teachers and the candidates for the Sultan Idris Training College, Tanjong Malim. Five days a week these boys assist the staff for half the morning and the rest of the morning is spent in private study. On the sixth day (Thursday) they go to one of the 17 centres for special instruction. Sufficient work is then set to occupy them in their private study during the coming week. In most schools these boys have their own "room". The number of girls in these classes has increased from 9 in 1935 to 17 in 1936. The assistance of these boys and girls is much appreciated with the small staffs in schools.

In the individual states the percentage of boys in the different standards on the 30th November, omitting Standard VI, were as follows:—

Class	PERCENTAGE OF TOTAL ENROLMENT				
	Perak	Selangor	Negri Sembilan	Pahang	F.M.S.
Standard I ...	35.1	31.7	25.2	30.2	30.4
„ II ...	23.4	20.8	19.4	21.0	21.6
„ III ...	18.4	16.8	19.9	18.6	18.5
„ IV ...	13.0	15.7	17.2	14.6	15.1
„ V ...	10.1	15.0	18.3	15.6	14.4
Totals ...	100.0	100.0	100.0	100.0	100.0
Standard VI ...	1.7	...	3.4	...	...

The subjects of the curriculum are reading and writing (in both the Arabic and the romanised script), composition, arithmetic, geography, Malay history, hygiene, drawing, physical training, basketry (or some other form or forms of handwork) and gardening.

In Negri Sembilan since the beginning of January, 1936 in about 60 Malay schools, an experiment of working outside the school-buildings under the shade of trees in the school compounds on every Thursday has been under trial. This experiment has given an opportunity to the children of doing the following work:—

- To attend to their own personal cleanliness under the supervision of the teachers.
- To pay much more attention to their gardening work and handicrafts which are useful to kampong life such as making fences, attaps and ropes, building huts and mounds.

In Negri Sembilan since the beginning of January, 1936 in about 20 Malay schools, an experiment of working outside the school-buildings under the shade of trees in the school compounds on every Thursday has been under trial. This experiment has given an opportunity to the children of doing the following work :—

- (a) To attend to their own personal cleanliness under the supervision of the teachers.
- (b) To pay much more attention to their gardening work and handicrafts which are useful to kampong life such as making fences, attaps and ropes, building huts and putting up attaps, etc.
- (c) To give ideas about the work of various Government Departments such as Post Office, Land Office, Railways, etc. Generally very few people in the kampong know anything about saving banks, etc. Therefore such knowledge makes kampong life much more lively and interesting.
- (d) To give the opportunity to small children to learn their school subjects through games and songs.

Physical training was given in all schools. In Perak in Malay schools, physical training classes were held regularly three times a week and the standard is gradually improving. There is a notable difference in the physique of the present product of the schools to that of a decade ago. In the vernacular schools in particular, much is still to be done. Proper feeding should go hand in hand with physical training. It does not very often do so. Drill and games Competitions for Malay schools were held at 20 Group Centres in the State. Considerable local enthusiasm is shown in these competitions.

Penghulus and kampong people are generally ready to provide prizes for the winning teams. These competitions are now becoming an annual social event to which kampong people come from distances round. The

teachers showed considerable keenness in this work with the result that teams were all provided with sports uniforms consisting of shorts and singlets with badges. Attap sheds were erected and padangs were decorated for these events. These local competitions are usually followed by Khenduri (Feast), for people in the district and old boys' sports or foot-ball match. The thanks of the Department are due to District Office and Penghulus who have co-operated so helpfully with the Education Department in this branch of our work. The final of the Drill and Games Competition for Malay schools was held in Taiping.

The results were:—1. Malay School, Teluk Anson. (Winner).
2. Malay School, Pengkalan Pegoh.
3. Malay School, Gopeng.

The standard of performance of the teams at the Final was excellent.

In Selangor seventy teams from 67 schools competed in the district inter-school drill and games competitions held in June, the winning team from each district competing in the final held in Kuala Lumpur on 27th June, 1936, in the presence of the Honourable the British Resident of Selangor. The first and second State Shields were won by Kampong Bahru and Ulu Yam Schools respectively.

Similar competitions were held in Negri Sembilan and Pahang. In Pahang this was the first attempt at a competition including the whole state. The winning team travelled 180 miles from Pekan to Kuala Lumpur where the final competition was held.

Basketry was taught in 419 out of 472 schools, an increase of 14 on the number in 1935. The teachers and pupils have to find their own materials, but permits were given by the Forest Department for certain materials to be taken from forest reserves; where materials could not be obtained for the cutting, the pupils subscribed among themselves to defray the cost for their purchase, any profit made being credited to the school. The possibility of making a profit out of the instruction added to the interest taken in it by the pupils and the teachers and directed their attention to the use of the materials in themselves or likely to be used in the future.

where the final competition was held.

Basketry was taught in 419 out of 472 schools, an increase of 14 from the number in 1935. The teachers and pupils have to find their own materials, but permits were given by the Forest Department for certain materials to be taken from forest reserves; where materials could not be had for the cutting, the pupils subscribed among themselves to create a fund for their purchase, any profit made being credited to the fund. The possibility of making a profit out of the instruction added to the interest taken in it by the pupils and the teachers and directed attention to the production of articles of use to themselves or likely to command a ready market in their own and neighbouring "kampongs". In addition to the decorative basket work to which the teachers in training are introduced at the Sultan Idris Training College, pongkis (shovel-baskets) and other more utilitarian types of baskets, as well as brooms, ropes, etc., are now all produced in the schools and find a ready sale at the weekly fairs, the fancy baskets being more in demand at local and other shows and exhibitions. As usual a large number of baskets were sent for show to the Malay Agri-Horticultural Association's Exhibition in Kuala Lumpur; the best of these were of a very high standard of workmanship. Local exhibitions of school handwork were held in different States, and attracted good attendance of parents and visitors. Unfortunately it is only an occasional boy who when he leaves school carries on with the work he has learnt in the basketry class.

Carpentry was taught at a few Malay schools in all States, totalling 22. In Perak, 12 schools had instructors who had been trained in the Trade School at Bagan Serai; the pupils in the classes had all completed their education in the vernacular school. The course as planned is a three-year one, and at the end of their course, candidates sit for an examination set on the lines of the final test at the Trade School. The Bagan Serai co-operative carpenters, ex-students of the Trade School, who have

established a carpentry workshop, are still doing well. In Selangor, progress in the carpentry class at Kampong Bahru School, Kuala Lumpur, was slow, but there was definite improvement; many articles for use in the schools of the State were produced; carpentry was taught at four other schools as well. In Pahang there were three carpenters' shops attached to schools and quite a large number of useful articles were produced; they included 68 school desks, 141 benches, 28 blackboards, nine cupboards, seven easels, 25 notice-boards, five filter stands and numerous other small articles.

Other art and handwork subjects were taught in various schools—drawing, book-binding, lamp-shade making, stencilling on cloth, batek work, net making, mengkuang (screw-pine) bag and mat weaving, hair-cutting, tailoring, tin work, clothes washing, poultry keeping, block-carving (for cloth printing) and pottery. Weaving, lace-making and cooking were taught in some schools which had girl pupils. Amongst articles made were ink, soap, rulers, brooms, rope, scout-staves, pen-holders, etc., etc. In Pahang net-making was practised at the river and sea-side schools, 41 in all. In Selangor a total of 11,021 articles other than baskets was completed during the year. Among these articles were filters, spoons, shovel baskets, brooms of bamboo and coir, ropes, badminton nets, wicker balls, bird cages, food-covers (tudong saji) house and boat models, bags of mengkuang (screw-pine), ash trays and toys of various kinds.

Gardening was taught at 432 out of 472 schools—at 189 in Perak, 77 in Selangor, 80 in Negri Sembilan and 86 in Pahang. The total number exceeds the 1935 figure by 18. There was usually a reason for the absence of a garden at a school; sometimes a rice-plot was cultivated instead, and sometimes the local conditions were unsuitable, as, for example, at Jeram Pantai in Selangor where the school compound is inundated periodically with salt water. Regular visits were paid by officers of the Agricultural Department to practically all schools and the gardens benefited greatly from their supervision. The Education Department is much indebted to the Agricultural Department in general and to the officers in particular for the valuable co-operation extended. Store-houses for garden produce were established at many schools. Vegetables, fruits and medicinal plants were grown and sold to the community in the best manner.

exceeds the 1935 figure by 18. There was usually a reason for the absence of a garden at a school; sometimes a rice-plot was cultivated instead, and sometimes the local conditions were unsuitable, as, for example, at Jeram Pantai in Selangor where the school compound is inundated periodically with salt water. Regular visits were paid by officers of the Agricultural Department to practically all schools and the gardens benefited greatly from their supervision. The Education Department is much indebted to the Agricultural Department in general and to these officers in particular for the valuable co-operation extended. Store-houses for implements have been built at many schools. Vegetables, fruits and basketry materials were grown. Awards are made annually for the best garden in each district. In 1936 a further general improvement was recorded. The teachers showed themselves keenly interested. The general standard of the gardens was creditable, especially as regards cleanliness; compounds also were for the most part well-kept and some reached a very high standard. In Perak a number of schools have in addition to the vegetable gardens and padi plots, created small orchards of fruit trees and also provided small store-houses for the keeping of seeds and gardening tools. The work on many school gardens is handicapped by flooding. This is particularly true of Krian and Lower Perak districts. As in previous years, a District Competition for school gardens was held. The work of judging was carried as in former years by the Agricultural Department. Titi Serong Boys' School was awarded a Shield at the State Padi Show held on 28.7.36 for the best padi strains among schools in the Krian district. This school previously won in two successive years the Open Gold Medal for the best padi exhibit at the North Perak show. In Selangor the best garden in the State was at Ulu Yam School. In Negri Sembilan the Wolff Cup for the best school garden was won by Sungai Jerneh School. It is reported that while the school gardens on the whole are well maintained there seems to be little improvement in the village compounds. The Inspector of Schools writes 'Immediately a boy leaves school he ceases to take any more interest in

the cultivation of vegetables, etc. although malnutrition is far too common. In many places it is sad to see the neglected state of the ground in the vicinity of village houses: the male populace have no interest and leave all the work to the women." In Pahang all schools had a garden, with the exception of Pulau Tioman, where no suitable land was available. There was not enough money available for proper fencing. The rotation of vegetable crops was systematised, and further fruit areas planted up. The flower gardens were improved by the planting of carpet grass in places previously scraped bare. Padi was grown at Bawang, Ulu Dong and Kuala Cheka. Poultry was reared in all but two schools. A good type of hen house was constructed in the coast districts. There was revival of interest in home gardens. One thousand three hundred and ninety-four boys planted and maintained 3,763 batas (beds).

In all states home gardens were encouraged and about 6,000 school pupils maintained some sort of vegetable garden at their own homes. This side of the work is considered very important but vegetable growing is apt to lose interest when the price of rubber rises. In Negri Sembilan the Malay Teachers' Association has encouraged these home gardens by giving money prizes in each group. If only a small percentage of the boys continues these gardens after leaving school it will be some slight return for all the extra work and enthusiasm of the teachers in this connection.

About 70 per cent. of the schools had playing fields; each year sees an increase in the number but in some districts it is very difficult to get suitable land especially in rice-growing areas. Association football was the most popular game where ground and materials were available. Badminton grew rapidly in favour, while volley-ball was played when net and ball could be obtained. Ping-pong and tenikoit (deck tennis) were to be found in many schools and sepak raga still met the recreational needs of the boys in other places. In Perak a football Shield presented by Mr. Kerr for inter-school district competitions was won by the Ipoh team. A competition confined to teachers' teams for the Ipoh Athletic Club Cup resulted in a draw between Ipoh and Klang. The Ipoh team was represented by Mr. Mackinnon for Lower Perak and Mr. ... for Upper Perak.

increase in the number but in some districts it is very difficult to get suitable land especially in rice-growing areas. Association football was the most popular game where ground and materials were available. Badminton grew rapidly in favour, while volley-ball was played when net and ball could be obtained. Ping-pong and tenikoit (deck tennis) were to be found in many schools and sepak raga still met the recreational needs of the boys in other places. In Perak a football Shield presented by Mr. KEIR for inter-school district competitions was won by the Kinta district. A competition confined to teachers' teams for the Raja Muda's football Cup resulted in a draw between Krian and Kinta. The inter-group football Cup presented by Mr. MARKHAM for Lower Perak schools was won by Teluk Anson. Seventy schools have badminton courts in regular use and 210 schools have tenikoit equipment. The first Malay school cricket match between the Tembok and the Ipoh Malay Schools was played in February at Ipoh under the patronage of His Highness the Sultan. The success of this innovation was entirely due to the efforts of Mr. A. C. J. TOWERS of Ipoh, who gave up much time to the coaching of the teams; he also made himself responsible for the provision of cricket gear and blazers. Mr. TOWERS also presented a trophy. In Selangor 78 schools entered the Annual Football Competition. The first and second State shields were won by Kampong Bahru and Kelanang Schools respectively.

Scout activities are mentioned in Chapter X.

Practically all schools were reported to have a library; the boys are given every encouragement to borrow books. The "Warta Malaya" a daily newspaper, was supplied by Government to most schools and a monthly magazine, the "Majallah Guru", continued to be provided by the Malay Teachers' Association. The lending of books and papers to pupils and parents is encouraged. The teachers often act as agents for the sale of books of the local Malay Home Library Series which are produced at the Sultan Idris Training College and printed in Singapore. The sale of these

books to the villagers in 1930 was not a success, only 127 books being sold at a total cost of \$20.95.

All schools were supplied with text-books produced by the Translation Bureau of the Sultan Idris Training College. The supply was generally satisfactory. The extent to which the books were looked after was taken into account when grading of schools was being considered.

The total number of pupils who sat for the Standard V examination, on which the Malay school leaving certificate is awarded, was 4,906 and of these 2,992 a percentage of 61 were passed. These figures show increases of 160 and decreases of 862 and 20 respectively. The percentages that passed in the various states varied much more than in previous years; they were 28 per cent. in Perak, 84 in Selangor, 88 in Negri Sembilan and 67 in Pahang. Each state sets and marks its own papers so that these figures do not provide any reliable basis of comparison. The Inspector of Schools Perak reports "The percentage of passes is low due to the insistence on two passes out of three in the three major subjects—Arithmetic, Geography and Composition—as a qualification for the Standard V Certificate". Most of the Malay boys at English schools who had passed Standard IV but not Standard V in the vernacular school continued to attend Malay schools on Saturdays, Sundays and English school holidays, and sat for the Standard V examination in order to obtain if possible the Malay school leaving certificate.

In Perak 259 pupils entered for the Standard VI examination and 151 or 58 per cent. passed. As in the case of the Standard V examination two passes in the 'three major subjects'—Arithmetic, Geography and Composition—were required to qualify for a certificate. The percentage of passes in 1935 was 95.

The 472 schools were graded as follows: Excellent, 39; good, 258; moderately good, 162; fair, 13; unsatisfactory, 2; not examined, 1. The grading is higher than it was in 1935, but the standards adopted in the different States are more or less subjective so it may not be altogether satisfactory to compare the figures of one year with those of another. The tendency, however, is to keep raising the standards from year to year and the figures are therefore likely to correspond to a real improvement in the standard of education. It is certainly stated that the general standard of education in the Malay States is improving.

passes in 1935 was 95.

The 472 schools were graded as follows: Excellent, 39; good, 255; moderately good, 162; fair, 13; unsatisfactory, 2; not examined, 1. The grading is higher than it was in 1935, but the standards adopted in the different States are more or less subjective so it may not be altogether satisfactory to compare the figures of one year with those of another. The tendency, however, is to keep raising the standards from year to year, and better figures are therefore likely to correspond to a real improvement. It may be confidently stated that the general standard of the Malay schools is quite creditable.

There were no part-time and there were only a few single-teacher schools; the latter were situated in small and out-of-the-way "kampongs".

The number of men teachers of all grades was 1,355 of whom 1,027 were trained, 136 were untrained, 185 were pupil teachers awaiting training and seven were technical instructors. The number of teachers was 62 more than in 1935. There were in addition 24 untrained women teachers and in Pahang 20 temporary teachers were employed to cope with the abnormal increase in enrolment during the year. The average number of pupils per teacher (pupil teachers, women teachers, technical instructors and temporary teachers included) was 29.6 a decrease of 2.3 on the 1935 figure. The Principal of the Sultan Idris Training College carried out the duties of the Assistant Director of Education for Malay Schools throughout the year, and Malay Assistant Instructors of Schools assisted the European State Inspectors in the work of helping, inspecting and examining. (Appendix XIV refers).

Teachers are chosen from pupils of the vernacular schools. The pupils selected are first of all appointed pupil-teachers on a salary scale of \$15 a month rising by annual increments of \$1 a month to \$20 a month (£21 a

year rising by annual increments of £1 8s. a year to £25 a year). At about the age of sixteen these pupil-teachers sit for the examination qualifying for admission to the Sultan Idris Training College. This examination is to some extent competitive as the number of places available yearly is limited and there are generally more candidates who pass than there are places. On obtaining places they proceed to the college for a three-year course at the conclusion of which, provided they have satisfactorily completed the work expected of them they become "Trained Teachers". They are then employed as "Assistant Teachers". Later they may become "Head Teachers", each in charge of a school, "Group Teachers", each in charge of one particular school and at the same time supervisor of from ten to fifteen neighbouring schools, and "Visiting Teachers", each in charge of all the schools in a "district". The commencing salary for the lowest grade of trained teacher is \$30 a month (£42 a year) and a final salary of \$160 a month (£224 a year) is a possibility. Men who reach the status of "Head Teacher" are eventually placed on the pensionable establishment of the Government service; the retiring age is 55. Pupil-teachers who fail to gain admission to the training college are compelled to leave the service.

As in previous years pupil-teachers received instruction in preparation for the training college entrance examination in special pupil-teachers' classes where these could be arranged, but the majority had to depend on instruction from trained teachers employed in the schools in which they were teaching.

Malay Teachers' Co-operative Societies continued to function. In Perak a number of teachers joined in order to raise loans to liquidate their debts. The running of these societies continued to improve. In Selangor, 22 teachers were members of the Selangor Government Servants' Co-operative Thrift and Loan Society, Ltd., in which they have a representative on the executive committee. In that State, too, 48 pupil-teachers, of whom 5 were women, had Savings Bank accounts, the total amount standing to their credit at the end of the year being \$1,225 1/3 (143). By arrangement with the Ministry of Co-operation officers of his department conducted a survey of

teachers.

Attempts are made to foster thrift among the children. In Selangor Malay pupils were encouraged to buy stamps and save money in the Post Office Savings Bank. At the end of the year 1,309 children had a total credit of \$4,706.97 (£549).

In Selangor all the schools (boys and girls' schools) had their own school funds which are subscribed to by the teachers and the pupils. Each school keeps an account of the amount collected and spent every month, and the account books are examined and checked by the Group Teachers and Malay Assistant Inspector of Schools and sent to the Inspector of Schools whenever required for further inspection. The pupils are encouraged to make voluntary subscriptions of one cent each a week or four cents a month, and these funds have been found to be very useful for encouraging various kinds of school activities. Generally the funds are used for the purchase or transport of materials required for basketry and other handwork, fencing and labelling of school gardens, erection of tiffin sheds, etc., painting of school and garden boards, transport of children for inter-school football matches, sports and parents' days, advances for purchase of exercise books and stationery for sale at cost price to the pupils and making minor repairs to furniture, etc., where necessary. The total amount collected for school funds in the State in 1936 was \$4,717.88 (£550 8s. 5d.) including \$535.74 (£62 8s. 7d.) brought forward from 1935; the total amount spent was

8,947.02 (£460 9s. 8d.) and the balance carried forward to 1937 was 8,770.86 (£89 18s. 9d.). The funds are kept by teachers appointed by the school committees which usually consist of teachers in the school.

Teachers everywhere continued to extend their interests both in extramural activities and in their own private concerns. They indulge in games much more than they did, and badminton, for example, is growing increasingly popular, even the older men playing it freely. The teachers' associations in the various states do much to foster "esprit de corps" by arranging teachers' competitions and social and professional gatherings. This is specially important in districts where schools are far apart and means of communication poor as it helps to remove the feeling of isolation and loneliness that is so apt to grow in such circumstances. In Selangor classes for Malay Teachers and Group Teachers on methods of teaching arithmetic to lower classes were held at Kuala Lumpur and Klang under Miss J. Foss, M.B.E., once a month in February, March, May, June and July and also in August and September at Klang. The Malay Teachers' Association, Negri Sembilan, was active during the year. The Association again provided prizes for the annual handwriting and drawing competitions for teachers and for home gardens for boys. It contributed towards the expenses of the Drill and Games Final Competition. The Annual General Meeting of this Association was held on 7.11.36 when 260 teachers and 10 pensioners were present. At the curry tiffin after the meeting among the guests were the following:—His Highness the Yang-di-Pertuan, the British Resident, Dato Kelana, District Officer, Seremban, and the Secretary to Resident.

Negri Sembilan continued the publication of a monthly issue of the "Warta Pejabat" ("Office News") edited by the Malay Assistant Inspector of Schools which has now been in existence for seven years. It gives items of educational and general interest as well as departmental news such as the moves of teachers, results of school sports, etc.; it is much appreciated by the teachers.

Classes for the teaching of the Koran are not as a rule under the supervision of the Education Department but whatever help can be given by the department is freely supplied. They are usually held in the school buildings, generally in the afternoon sometime between 2.30 and 4.30 p.m. In some instances, however, instruction is given from a mosque. The Koran is now being translated by His Highness the Sultan of Selangor.

Malaya, Kelana, District Officer, Seremban, and the Secretary to Residency. Negri Sembilan continued the publication of a monthly issue of "Marta Pejabat" ("Office News") edited by the Malay Assistant Inspector of Schools which has now been in existence for seven years. It gives information of educational and general interest as well as departmental news such as the moves of teachers, results of school sports, etc.; it is much appreciated by the teachers.

Classes for the teaching of the Koran are not as a rule under the supervision of the Education Department but whatever help can be given by the department is freely supplied. They are usually held in the school buildings, generally in the afternoon sometime between 1 P.M. and 4 P.M. In Selangor, however, daily instruction is given from 12.30 P.M. to 1 P.M., using text-books prepared by His Highness the Sultan, the instruction being given by the Malay school teachers. All children were examined in religious instruction at the end of the year together with the other subjects of the curriculum. Classes in the subject for teachers, excluding pupil-teachers, were held once a month at 12 centres; the instructors were Kadzis or religious teachers appointed by the Religious Department.

(c) CHINESE VERNACULAR SCHOOLS

There are facilities for the primary vernacular education of Chinese children in all villages of any size. Practically all of these schools are mixed. All those schools which are not definitely girls' schools are dealt with in this chapter. Fees ranging from 50 cents to \$3 a month are commonly charged, but parents who are poor are occasionally exempted from payment or more frequently allowed to pay half fees.

Public schools which afford reasonable prospects of permanence are paid grants-in-aid according to their standards of teaching. From 1932 till June, 1935 no new applications for grants-in-aid were considered, but from July, 1935 grants-in-aid have been paid to all public schools which apply and comply with the regulations.

Kuo-Yu or colloquial Mandarin is almost the universal language of instruction in the Chinese schools. Fourteen years ago teaching was conducted in the language of the particular race of Chinese for which the school existed. Enforced by semi-official mandates from China and assisted by the growing spirit of Chinese nationalism, Kuo-Yu has in that period superseded these languages. English is taught alongside Kuo-Yu in most schools from the first standard.

At the end of 1936 there were 401 registered schools with 1,130 registered teachers. The total enrolment was 30,325, of which 6,713 were girls. There were also 427 boys in girls schools. Forty-six new schools were registered and 19 defunct schools were struck off the register. Two hundred and thirty-eight certificates of registration were issued to teachers. All registered schools were visited at least once in the course of the year by officers of the Education Department. (Details of registered schools, teachers and pupils are given in Appendix XVIII and in General Tables I, III and V).

Of the two Kuala Lumpur Chinese vernacular primary schools maintained by Government, that at Davidson Road had at the end of the year a staff of one headmaster and seven teachers and an enrolment of 240 students, and that at Sentul had one headmaster and two teachers and 85 students. The former shows a decrease of 13 students against last year's figure and the latter shows an increase of 6 students. Both schools accommodate both boys and girls and the education is free.

Aided schools numbered 158, Perak having 88, Selangor having 40, Negri Sembilan 14 and Pahang 10, as against 1935 figures of 70, 31, four and two respectively. The average enrolment was 18,608, and the percentage attendance was 92 per cent. The aided schools have been visited at least twice in the course of the year by officers of the department.

The primary course in Chinese schools is normally six years. As most of these schools are run by private persons or are under private management, Government has little if any control over the fees charged, the hours of attendance, and the length of holidays. The usual school subjects appear in the curriculum, which follows the standard curriculum used by Chinese schools. It is to be noted, however, that grants-in-aid schools are required to teach for a minimum of 100 days each full year, and to conform to this requirement.

accommodate both boys and girls and the education is free.

Aided schools numbered 158, Perak having 88, Selangor having 70, four in Negri Sembilan 14 and Pahang 10, as against 1935 figures of 70, 31, four and two respectively. The average enrolment was 18,608, and the percentage attendance was 92 per cent. The aided schools have been visited at least twice in the course of the year by officers of the department.

The primary course in Chinese schools is normally six years. As most of these schools are run by private persons or are under private management, Government has little if any control over the fees charged, the hours of attendance, and the length of holidays. The usual school subjects appear in the curriculum, which follows the standard curriculum used in China. It may be noted, however, that grants-in-aid schools are required under the regulations to teach for a minimum of 100 days each half year; other public schools normally conform to this requirement.

The qualifications of Chinese teachers vary considerably. There are still a few small old-fashioned schools where the teacher's only qualification is an education in Chinese classics. In the new style schools, which form the great majority, many of the teachers registered to teach Chinese, including nearly all who have received an education higher than the lower middle, have completed their education in China. Since 1932 a total of 277 teachers of English have been registered: practically all of these are locally born and locally educated. The number of registered teachers of Chinese who are local-born is also steadily increasing.

(d) TAMIL VERNACULAR SCHOOLS

The majority of the Tamil schools in the Federated Malay States are to be found on estates, some having been established voluntarily and others on an order of the Controller of Labour. Not all of these receive or desire grants-in-aid. At the end of November there were 13 Government and 345 Government-aided schools with enrolments of 600 and 9,503 respectively. There were also 115 boys in girls schools. The total number of boys in attendance at that date was therefore 10,218, an increase of 15.2 per cent.

the figure for 1935 which was itself an increase of 26·7 per cent. on the figure for 1934. In addition there were respectively 352 and 4,660 girls in the Government and Aided Boys' Schools. Appendices XVI and XVII give information for the year.

There were also 82 private Tamil schools at the end of November, with total enrolments of 1,422 boys and 613 girls. The total number of boys receiving an education in Tamil at that date in all types of schools was therefore 11,640, a percentage increase of 10.

In Perak, three of the schools were purely Telugu schools, five were mixed Tamil and Telugu schools and one was a Malayalam school. In Negri Sembilan there were two Oriya Schools and three schools teaching Telugu and one teaching Oriya as well as Tamil.

The number of Government schools remained the same as in 1935. The number of aided schools was increased by 47, there were 129 in Perak, 133 in Selangor, 72 in Negri Sembilan and 11 in Pahang. The majority of these schools, as in the past, were conducted by the managements of estates on which the pupils' parents were employed, but a few were run by Tamil committees and by missionary bodies.

Seventy-eight thousand seven hundred and eighty-seven dollars were paid by Government in grants-in-aid, as compared with \$55,738 in 1935. The grant was calculated at the rate of \$8 (18s. 8d.) per capita of those in attendance for a full year.

Class			NUMBER IN CLASS			PERCENTAGE OF TOTAL ENROLMENT		
			Boys	Girls	Total	Boys	Girls	Total
Primary	..		5,073	3,467	8,540	50.2	69.2	56.5
Standard I	..		2,133	769	2,902	21.1	15.3	19.2
" II	..		1,312	407	1,719	13.0	8.1	11.4
" III	..		911	248	1,159	9.0	5.0	7.7
" IV	..		564	104	668	5.6	2.1	4.4
" V	..		110	17	127	1.1	0.3	0.8
Totals	..		10,103	5,012	15,115	100.0	100.0	100.0

The percentages in the private schools were somewhat similar to those given above, but as the private schools are not examined by Government inspectors in the way in which the aided schools are it has been thought best to omit the private school figures. Children join the schools about the age of five or six and they may continue till they are 12 or 13. The hours of instruction are expected to be four a day, but may, with permission, be fewer. No fees are charged in Government or estate schools. Education is not compulsory for Tamil children.

The subjects of the curriculum are reading, dictation, writing, arithmetic, and, in the higher classes, composition and geography. The standard of the work varies greatly from school to school. Arithmetic and geography are usually much less satisfactory than the other subjects and generally need to be much improved, but suitable text-books in local arithmetic and geography in Tamil are difficult to get. Progress in the schools is hampered by (a) the unsettled condition of the labour forces on many estates, (b) the difficulty of obtaining satisfactorily trained teachers at the salaries offered, (c) the frequent changes of teachers, (d) the irregularity and unpunctuality of attendance of the pupils and (e) the lack of funds at the disposal of the managements. Government schools and private aided schools generally do better work than the average estate school but on estates where the labour forces have been settled for years the standard of work may be as good as in the town schools. Owing to lack of facilities Tamil schools are generally much behind the Malay schools in such important subjects as drill, gardening and handwork; in Perak, for example, 107 schools had gardens but only 38 of these were maintained in a satisfactory condition during the year. With rubber at a remunerative figure, the condition of many schools was considerably improved during the year. Most estate managers realise that a good school is a great asset to the estate and are anxious to do what they can to improve equipment and the general conditions at their schools.

There were three Tamil Assistant Inspectors—one in each of the States of Perak and Selangor and Negri Sembilan. These Assistant Inspectors report to the European Inspectors of Schools who are in charge of all branches of State education, except Chinese which is in charge of the Assistant Director of Education (Chinese), an officer of the Malayan Civil Service qualified in Chinese.

The number of teachers in the Government and aided Tamil schools at the end of November was 471, 450 (47 trained) being men and 22, 264 being women. The average number of pupils per teacher was 22, 264 being 22 on the 1915 figure. It is impossible to state the number of pupils in the schools as it was estimated to be about 800, 000 in 1915. The number of pupils in the schools is estimated to be about 800, 000 in 1915. The number of pupils in the schools is estimated to be about 800, 000 in 1915.

report to the European Inspectors of Schools who are in charge of the branches of State education, except Chinese which is in charge of the Assistant Director of Education (Chinese), an officer of the Malayan Civil Service qualified in Chinese.

The number of teachers in the Government and aided Tamil schools at the end of November was 471, 450 (47 trained) being men and 21 (eight trained) being women. The average number of pupils per teacher was 32.1, a decrease of 0.5 on the 1935 figure. It is impossible to state the average wage, in Perak it was estimated to be about \$21 a month (£29 8s. a year). Some of the teachers are supervisors, clerks or dressers who take charge of the schools in addition to their other duties. The result of the lack of a trained teacher is often reflected in the work of the schools, many of which are satisfied with a very poor standard of effort and achievement. No local arrangement existed in 1936 for the training of Tamil teachers. They are usually selected by the Managers of aided schools on the advice of Tamil inspecting officers of this Department. In the absence of any training college or course for Tamil teachers it is not possible to increase the number of trained teachers in these schools except as is occasionally done through recruiting such trained Southern Indians as come for work to Malaya and apply to the department for employment. There are a fair number of such recruits on the waiting list of the Education Office, Perak. It goes without saying that it would be unjust to dislodge untrained teachers who have worked for some years in Malaya in favour of these recruits. Places, however, are being and will be found for trained teachers on the waiting list as vacancies arise. For several years the question of selecting and training locally educated youths for teaching posts in Tamil schools as well as for training the untrained teachers already employed has been receiving the consideration of the Government, and Normal Classes have been started in Kuala Lumpur since the close of 1936. It is hoped to provide further facilities in the near future.

The school buildings are usually of single room type and vary in quality from excellent to poor. It is hoped that with the return of prosperity the quality of the buildings will improve. In fact a considerable number of new school buildings have already been erected or are now in course of erection. Officers of the Health Department made regular inspections of school buildings and on their visits paid special attention to the state of cleanliness of the pupils.

The whole of the foregoing information applies to Government and aided Tamil schools only. There were also, as mentioned earlier, 82 private schools with enrolments totalling 1,422 boys and 613 girls. The number of teachers was 89, 84 of whom were men (one trained) and five women (all untrained). A certain number of these schools are merely mushroom growths started by persons out of employment in the hope thereby of scraping a living. The fees charged are generally from \$1 to \$2 a month (£1 8s. to £2 16s. a year).

CHAPTER V

SECONDARY EDUCATION—BOYS

(i) GENERAL

The English schools, *i.e.*, the schools in which an education in all subjects through the medium of English is supplied, are practically the only ones which can be looked on as giving a secondary education. There are, however, a few Chinese schools which have secondary classes; they are mentioned later in the chapter.

The English schools are either preparatory ("feeder") schools for secondary schools, or they are secondary schools with primary departments, or they are purely secondary schools, though in 1936 there was only one of the latter—the Victoria Institution, Kuala Lumpur, in which the lowest classes were a number of Standard VIs made up of just over 70 per cent. of the boys who had passed through the Standard Vs of the feeder schools and had sat for the Victoria Institution entrance examination. The majority of schools belong to the second type of the three mentioned. The Chinese schools prefer on religious grounds to keep their pupils under the tutelage of the Chinese. A parent who sends his son to an English school is usually regarded as a convert to Christianity. A parent who sends his son to a Chinese school is usually regarded as a convert to Buddhism or Hinduism.

Subjects through the medium of English is supplied, are practically all English ones which can be looked on as giving a secondary education. There are, however, a few Chinese schools which have secondary classes; they are mentioned later in the chapter.

The English schools are either preparatory ("feeder") schools for secondary schools, or they are secondary schools with primary departments, or they are purely secondary schools, though in 1936 there was only one of the latter—the Victoria Institution, Kuala Lumpur, in which the lowest classes were a number of Standard VIs made up of just over 70 per cent. of the boys who had passed through the Standard Vs of the feeder schools and had sat for the Victoria Institution entrance examination. The majority of schools belong to the second type of the three mentioned. The missionary schools prefer on religious grounds to keep their pupils from infancy to adolescence. A parent who sends his son to an English school almost invariably intends to keep him at it till the boy obtains the Cambridge School Certificate.

Pupils are admitted irrespective of race or class. They are accepted at the age of six or seven and they normally obtain the Junior Certificate at ages of from fifteen to eighteen and the School Certificate a year later. A fair number receive occasional double promotion and it is not very unusual to find boys of fifteen, and sometimes even of fourteen, sitting for and obtaining the School Certificate.

The fees are \$36 (£4 4s.) a year for the first eight years, and thereafter (in Standard VII and above) \$72 or \$108 (£8 8s. or £12 12s.) a year depending on ability, though these higher fees will not come into operation till the year 1942 except in the case of pupils who join these higher classes direct. Fees are payable monthly. Attendance, of course, is not compulsory.

Free education to children of races other than Malay was granted in exceptional cases, usually when there had been an unforeseeable change in the circumstances of the parents since they sent their children to school. Mission schools, in addition, were permitted to give free education at

Government expense to five per cent. of their pupils in classes up to and including Standard VI and to ten per cent. of pupils in their secondary classes. Malay boys are treated differently. If they pass Standard IV in the vernacular school satisfactorily, in time to join the English school before the age of eleven, they are accepted as free scholars. Some are given scholarships of \$8 to \$10 a month (£11 4s. to £14 a year) in addition. The privilege of free education and the holding of a scholarship is subject to yearly revision and boys who are doing unsatisfactorily may have the privilege or the scholarship withdrawn, due notice to the parents being given. The number of boys receiving free education or scholarships in 1936 was 2,150, a decrease of 13 in the number for 1935. The percentage of boys receiving a free education or holding scholarships was 17.6, a decrease of 0.6. Of the 2,150 receiving free education or holding scholarships, 75 were Europeans or Eurasians, 1,580 Malays, 357 Chinese, 131 Indians and seven of other races. Four hundred and nine of the Malays held scholarships. Government supplied 401 scholarships and 1,617 free places.

Six hundred and forty-three of the pupils attending these boys' schools were girls, but co-education is not a policy of the Education Department. The arrangement was permitted only where there were no girls' schools in the neighbourhood or when satisfactory reasons for it could be adduced. Girls are not admitted at the expense of the boys.

The number of English boys' schools in 1936 was 35—23 Government and 12 aided. These figures are the same as in 1935. Of the 35 schools, nine were primary or "feeder" schools, 25 were combined primary and secondary schools, and one was a purely secondary school. Two Government feeder schools in Perak were closed down at the end of the year as accommodation was found for their pupils elsewhere.

The schools are situated in the towns and larger villages. They open at least 190 school-days (Mondays to Fridays inclusive) a year and their hours are either from 8 A.M. till 1 P.M. (most commonly) or from 9 A.M. till 12 noon in the morning and from 1 P.M. till 3 P.M. or later in the afternoon. Some schools open in the afternoon for preparation and for extra classes. In 1936 the school year was divided into three terms, the same terms being observed by all schools. The longest vacation lasted from the 1st of January till the 15th January, 1937.

There were primary or "feeder" schools, 25 were combined primary and secondary schools, and one was a purely secondary school. Two Government feeder schools in Perak were closed down at the end of the year as no accommodation was found for their pupils elsewhere.

The schools are situated in the towns and larger villages. They are open at least 190 school-days (Mondays to Fridays inclusive) a year and the hours are either from 8 A.M. till 1 P.M. (most commonly) or from 9 A.M. till 12 noon in the morning and from 1 P.M. till 3 P.M. or later in the afternoon. Some schools open in the afternoon for preparation and for extra classes. In 1936 the school year was divided into three terms, the same terms being observed by all schools. The longest vacation lasted from the 12th December, 1935 till the 17th January, 1936.

The average enrolment of boys' schools was 12,186 (Government schools 6,633, aided schools 5,553), and the percentage attendance was 95.7 (Government schools 95.7, aided schools 95.6). This was an increase on the enrolment of 318 (Government schools 277, aided schools 41) as compared with that for 1935 and a decrease of 0.5 on the percentage attendance (Government schools 0.7, aided schools 0.3). There were in addition 14 boys in attendance at girls' schools, though the department opposes the practice. The number of boys attending all Government, Government-aided and private schools at the end of November was 16,475, 4,967 of these being in private schools.

The classes, from the lowest upwards, are named Primary I, Primary II, Standard I, Standard II.....Standard VII, the Junior Certificate Class and the School Certificate Class. Occasionally there is only one primary class and the work which formerly took the first three years to cover is now condensed into the first two. As will be seen, there are normally eleven classes, and the pupils as a rule spend one year in each. The primary classes and the first five standards form primary schools or primary divisions of secondary schools. Of 11,292 pupils enrolled in boys' schools at the end of November, 7,874 were in primary

classes or Standards I to V (the primary division) and 3,418 in classes above these, 1,366 being in the two classes preparing pupils for the Cambridge Junior and School Certificate Examinations. The percentages of the total enrolments of each class of the total enrolment of the schools on that day were as follows:—

Class	ENROLMENT		PERCENTAGE	
	1935	1936	1935	1936
Special Malay I ...	346	359	3.1	3.1
Special Malay II ...	201	326	1.8	3.0
Primary I ...	1,706	1,759	15.3	15.7
Primary II ...				
Standard I ...	1,034	983	9.3	8.8
" II ...	1,088	1,002	9.8	9.0
" III ...	1,033	1,061	9.3	9.3
" IV ...	1,252	1,214	11.2	10.7
" V ...	1,142	1,170	10.3	10.1
" VI ...	1,080	1,050	9.7	9.3
" VII ...	896	990	8.0	8.8
Junior Certificate Class ...	755	773	6.8	6.8
School Certificate Class ...	595	593	5.3	5.3
Post-school Certificate Class ...	14	12	0.1	0.1
Totals ...	11,142	11,292	100.0	100.0

* An explanation of these classes is given in a subsequent paragraph.

The numbers in each of Standards I to V are greater than those in the primary classes; that is due partly to the fall in the number of admissions in recent years and partly to absorption of the boys from the special Malay classes.

The following table gives the average ages of pupils in the different standards in English boys' schools in Perak at the end of November, 1936. These ages may be taken as reasonably typical of the whole of the Federated Malay States. It should be noted that at the date mentioned the pupils were within a fortnight of passing out of the classes in which they were

The numbers in each of Standards I to V are greater than those in the primary classes; that is due partly to the fall in the number of admissions in recent years and partly to absorption of the boys from the special Malay classes.

The following table gives the average ages of pupils in the different standards in English boys' schools in Perak at the end of November, 1936. These ages may be taken as reasonably typical of the whole of the Federated Malay States. It should be noted that at the date mentioned the pupils were within a fortnight of passing out of the classes in which they were then enrolled.

<i>Standard</i>				<i>Average age of pupils</i>	
				<i>Years</i>	<i>Months</i>
Special Malay Class	I	...	...	10	8½
"	II	...	...	11	5½
"	"	"	"	7	6½
Primary	I	...	...	8	5
"	II	...	...	9	9
Standard	I	...	...	10	8½
"	II	...	...	11	9
"	III	...	...	13	0
"	IV	...	...	14	1
"	V	...	...	14	11
"	VI	...	...	15	11½
"	VII	...	...	17	0
Junior Certificate Class		...	...	18	1½
School Certificate Class		...	...

The pupils in Government schools are generally a little older than those in aided schools due to the fact that practically all the Malay boys in English

schools are enrolled in Government schools and join the English school only after having passed through the vernacular school. This is particularly noticeable in Standard IV and the classes above it; Standard IV is the class in which the Malay boys usually, become incorporated with the others.

The pupils come from all parts of the world. The percentage of those admitted to the lowest primary class that know English is small. It is common to find as many as seven or eight different mother-tongues spoken in that class. The children also, at that age, seldom have any knowledge of Malay, the "lingua franca" of the country, and in teaching English, the language of the school, recourse must of necessity be had to the "direct method". As a rough general rule the Europeans (who are very few in number) and Eurasians go mostly to the Christian Brothers' schools, the Malays almost always to the Government schools, the Chinese and the Indians in about equal numbers to all. Appendix II gives statistics for the beginning of the year.

Malay boys who come from vernacular schools after passing Standard IV are, as far as possible, placed in special classes and given an intensive training in speaking and writing English. They spend two years in these special classes and at the end of that period they are expected to be fit to join the ordinary Standard IV; the best boys are generally found fit to join Standard V, while the poorest boys have to be put into Standard III. They come from the vernacular school with no knowledge of English, but with a reasonably sound knowledge of arithmetic, geography, etc., and a familiarity with Roman script. They do no Malay during their first three years in the English school but they return to it in their fourth year and they always present it at the Cambridge Certificate Examinations. The system has been found to work satisfactorily, but to test whether a longer period in the special Malay classes might not be better, arrangements were made in Selangor to enrol a class of Malay boys nine years of age who had passed only Standard II in the Malay school; the result of the experiment cannot become evident till a number of years have elapsed. An experiment tried at one school of keeping the Malay boys in classes by themselves throughout their primary school careers was not a success and was abandoned.

in the ordinary Standard IV; the best boys are generally found in Standard V, while the poorest boys have to be put into Standard III. They come from the vernacular school with no knowledge of English, but with reasonably sound knowledge of arithmetic, geography, etc., and familiarity with Roman script. They do no Malay during their first three years in the English school but they return to it in their fourth year and they always present it at the Cambridge Certificate Examinations. The system has been found to work satisfactorily, but to test whether a longer period in the special Malay classes might not be better, arrangements were made in Selangor to enrol a class of Malay boys nine years of age who had passed only Standard II in the Malay school; the result of the experiment cannot become evident till a number of years have elapsed. An experiment tried at one school of keeping the Malay boys in classes by themselves throughout their primary school careers was not a success and was abandoned.

Here it may be worth while shortly to describe the possible scholastic career of a bright Malay boy born in a rural district, the son of a peasant.

If there is a vernacular school close at hand, the Malay boy must join it as soon after he becomes seven years of age as the school will accept him, but he may join it when he is only five. If he is sent at the age of five, he can pass Standard IV at the age of nine and he is then qualified for admission to the English school.

Boys who are exceptionally bright and whose parents cannot afford to pay for their education may be given scholarships which carry the privilege of free education in the English school together with a money grant of \$9 to \$10 (£1 1s. to £1 3s. 4d.) a month.

Less bright but promising boys in a similar financial position may be given free education in the English school for one year. If at the end of the year they have proved their ability they may be awarded one of the scholarships mentioned above.

A scholarship may of course be withdrawn if the scholar ceases to deserve it.

These boys lodge at a school hostel which is generally free.

In the English school, as previously mentioned, he generally spends two years in special classes in which he is given an intensive training in speaking and writing English. At the end of that period, if he is really bright, he is probably placed in Standard V and by the time he is sixteen he has probably obtained the Cambridge School Certificate.

When he has obtained his school certificate he has the following courses open to him:—

(i) (a) He may apply for and, if his abilities deserve it, be given one of the entrance scholarships awarded by Raffles College, Singapore. These are of the value of \$720 (£84) a year (about sufficient to cover the cost of fees and living at the College) and are tenable for three years. At the end of that period he may be expected to graduate with the diploma of the College and possibly also with an external degree of London University; the College diploma is of the standard of a good ordinary degree at least.

(b) He may apply to Government for a student scholarship to Raffles College. These scholarships provide all tuition, hostel, examination and registration fees, and also \$20 (£2 6s. 8d.) a month for other expenses. A student sent to the College with one of these scholarships may be required on his return to work for five years as a teacher, and he is called upon to sign a bond to that effect.

(ii) (a) He may apply for and, if his abilities deserve it, be given one of the entrance scholarships awarded by the King Edward VII College of Medicine, Singapore. These are of the value of \$45 (£5 5s.) a month and are tenable for a maximum of six years. The course at the College takes a minimum of six years to cover. On completing the course he is granted a diploma as Licentiate in Medicine and Surgery that secures him admission to the Colonial List of the Medical Register and therefore to registration as a medical practitioner in any part of the British Dominions. He may then set up in practice for himself or he may join another doctor or he may accept a post as an Assistant Surgeon in the Government medical service.

(b) In a similar way to that in which he can gain admission to Raffles College, see (i) (b) above, he can become a student of the King Edward VII College.

of the entrance scholarships awarded by the King Edward VII College of Medicine, Singapore. These are of the value of \$45 (£5 5s.) a month and are tenable for a maximum of six years. The course at the College takes a minimum of six years to cover. On completing the course he is granted a diploma as Licentiate in Medicine and Surgery that secures him admission to the Colonial List of the Medical Register and therefore to registration as a medical practitioner in any part of the British Dominions. He may then set up in practice for himself or he may join another doctor or he may accept a post as an Assistant Surgeon in the Government medical service.

(b) In a similar way to that in which he can gain admission to Raffles College, see (i) (b) above, he can become a student of the College of Medicine indentured to the service of the Federated Malay States Government and have all his expenses met.

(iii) He may, if nominated, enter for the Malay Probationership Examination that is the gateway to the Malay Administrative Service. If he does sufficiently well in that examination, and if he is selected, he then spends a year at the Malay College studying law, general orders, etc., before being finally appointed to the service.

(iv) He may continue at school and prepare for the Queen's Scholarship Examination which is held once a year and for which he may enter as often as he likes so long as he is under twenty. Two of these scholarships are awarded each year and one of these is open only to Malays, the other being open to all races; they are of the value of £500 for the first year and £400 for each succeeding year; they can be held for a maximum period of six years; they take the holders to certain British universities, generally either Oxford or Cambridge. Should he win one of these scholarships he will most probably proceed to Cambridge to study either law or medicine, though students occasionally take up engineering or accountancy. On his return to

Malaya he will generally set up in practice for himself, but there are posts in Government Service, such as those in the Malay Administrative Service, to which he may be appointed.

Thus it will be seen, at practically no cost to himself or his parents a Malay boy if bright enough can secure not only the highest professional qualifications that are provided locally but also the highest that an English university can supply.

The usual school subjects were taught in the year under review—English in all its branches, arithmetic, geography, history (stories of world history to begin with, English history in the middle school, and British Empire history, as a rule, in the final secondary classes), handwork (drawing, arts and crafts), hygiene and physical training, with mathematics, shorthand, book-keeping, and, in some schools an additional language in the more advanced classes. About half of the candidates present their mother-tongues—Malay, Tamil, Chinese, Urdu, etc.—At the Cambridge Examination, but, with the exception of Malay at a few schools, these languages are not generally taught. Languages other than Malay are seldom included in the curriculum; however, in some schools instruction in Latin, French, Tamil, etc., is given in out-of-school hours.

In Selangor at the High School, Kajang, a new subject called 'Intelligence Training' was added to the curriculum and was very popular. At the High School, Klang, mensuration and surveying was taught to the Junior Cambridge Class. At the Methodist Boys' School, Kuala Lumpur, some of the B Classes containing the slower-learning boys were introduced to the project method of teaching and a promising start was reported.

At the four Government English schools in Selangor which had Special Malay Classes, arrangements were made for afternoon classes to be held twice a week to teach the boys Malay, *i.e.* Reading and Composition. The object was to bridge the gap which previously existed in the boy's learning of his own language between the time he leaves the Malay school and the time he takes Malay as a subject in the Cambridge Examination. Owing to the lack of teachers of Malay race in the English schools, it was necessary to employ Malay teachers from the Malay schools for these afternoon classes. The discipline and the attendance were satisfactory.

At the High School, Klang, mensuration and surveying was taught in the Junior Cambridge Class. At the Methodist Boys' School, Kuala Lumpur, some of the B Classes containing the slower-learning boys were introduced to the project method of teaching and a promising start was reported.

At the four Government English schools in Selangor which had Special Malay Classes, arrangements were made for afternoon classes to be held twice a week to teach the boys Malay, *i.e.* Reading and Composition. The object was to bridge the gap which previously existed in the boy's learning of his own language between the time he leaves the Malay school and the time he takes Malay as a subject in the Cambridge Examination. Owing to the lack of teachers of Malay race in the English schools, it was necessary to employ Malay teachers from the Malay schools for these afternoon classes. The discipline and the attendance still require improvement, but the examination at the end of the year in general showed satisfactory progress. Afternoon classes in Malay were also arranged by the Headmaster for boys in the Cambridge Classes of the Victoria Institution. For boys in the Special Malay Classes instruction in religious knowledge was given in afternoon classes held once a week; these were under the supervision of the Religious Department.

The handwork in the primary classes continued to show improvement and in schools in which there were European Primary Mistresses to supervise it the results were very good. A number of the usual forms of the subject were to be found and correlation with other subjects received attention. Drawing was taught in most of the schools and the various branches that may be presented at the Cambridge Local Examinations were popular with the candidates, though for the preparation of some of them the students had to depend on themselves. Book-binding was to be found, as also printing, painting on glasses, passe-partout, fretwork, etc. Exhibitions of handwork, art and other school work increased in number and improved in standard. In most Federated Malay States schools the handwork and art teaching, apart from that given in the Primary classes, is not as good as that found in Penang and Singapore where special classes for teachers of those subjects have been conducted for a number of years.

The absence of facilities for such instruction to Federated Malay States teachers with an aptitude for handwork is a great handicap. The Art Superintendent, Federated Malay States, was stationed at the Sultan Idris Training College.

As an example of how various types of handwork may be utilised in carrying out an interesting project, the following account of one of the many activities of Clifford School, Kuala Kangsar, may be quoted :—

“At the beginning of 1936, it was decided to make a model ‘Playtown’, similar to that described in Caldwell Cook’s, ‘The Play Way’.

“A piece of waste land at the side of the school, about 80 yards by 60 yards, was selected for the experiment. In making this Playtown we had two main objects in view :—

1. To lay out a model countryside, with miniature mountains, rivers, lakes and towns.
2. After this had been done, to build a model railway running through this country-side.

“The work was all done by boys in the school, most of it in their spare time, and it was so organised that nearly all the boys in the school from Standard IV to the Post Senior Class took their share.

“The original clearing and levelling of the ground, the constructions of the mountains, the planting of the grass, and the laying out of the flower gardens and rockeries that border ‘Playtown’, has taught the boys quite a lot about gardening and given them an insight into scenic gardening. Most of the ferns, and many of the plants and creepers, have been obtained from the jungle, and this has necessitated a number of expeditions to look for them and bring them in.

“It was necessary to build two long retaining walls, and this, with the construction of two lakes, two large waterfalls, and the rivers, has given the boys practice in bricklaying and concrete mixing and laying, the boys doing all this themselves, without the help of any adults. They have also learned the use of the spirit level and the plumb line.

"The original clearing and levelling of the ground, the construction of the mountains, the planting of the grass, and the laying out of the flower gardens and rockeries that border 'Playtown', has taught the boys quite a lot about gardening and given them an insight into scenic gardening. Most of the ferns, and many of the plants and creepers, have been obtained from the jungle, and this has necessitated a number of expeditions to look for them and bring them in.

"It was necessary to build two long retaining walls, and this, with the construction of two lakes, two large waterfalls, and the rivers, has given the boys practice in bricklaying and concrete mixing and laying, the boys doing all this themselves, without the help of any 'tukangs'*. It has also taught them the use of the spirit level and the elementary principles of irrigation. The making of the town has given them practice in the making of model houses, churches, and inns. It was necessary to build a large shelter over the town and this has given them opportunities of carpentry, more concrete work—the roads in the village are all concreted—of attaping†, and of the construction of drains.

"For the railway we obtained the rails—not 'ready made'—but in lengths of steel and brass for the centre rail—together with sleepers, chairs, battens, and fish-plates. Thus, in building the railway, we followed the methods employed in building a full-sized railway. This meant that the track had first to be surveyed, curves of gradients worked out, and the correct camber on curves provided for. In the actual laying of the track, the lengths of steel have had to be cut to the appropriate length, the curves built up, and the rails fastened down to the sleepers, the whole being finally finished off with miniature 'ballast'. As the ground is intersected by a deep drain, as well as by the artificial rivers, it has been necessary to build a number of railway bridges some of sheet aluminium, and one of brick.

* Workmen.

† Thatching.

"All this has given the boys opportunities of learning something about metal work, the use of the hack saw, the cutting of sheet aluminium, the construction of arches, more carpentry and concrete work, the principles of banking, and the use of the soldering iron.

"Further, as we had decided to electrify the railway, it was necessary to "wire in" the brass centre rail at several points, the current being obtained from the main supply through a transformer. This taught the boys something of practical electricity and wiring, and in this they had further practice when we decided to provide electric lighting for our village, the roads being lit by miniature lamp standards placed down the middle of the roads, and the houses by miniature lights in the houses themselves."

Instruction in hygiene is included in the curriculum of all English schools and special attention is paid to the personal hygiene of the pupils and to the cleanliness of class-rooms, with good results. The elementary principles are taught practically in all primary classes; in the higher classes the subject continues to be taught but it becomes much more theoretical. Candidates for the Cambridge Local Certificates, practically without exception, present the subject, the syllabus worked to being one that has been drawn up specially for Malaya. The Anglo-Chinese School, Ipoh, produced good hygiene posters as part of their training in handwork.

The Education Code calls for at least three twenty-minutes periods of physical instruction and training in every class in the course of the week. Most of the teachers take an active part in the instruction. The use of team games and team competitions continued to increase and appeared to stimulate keenness. Simple gymnastics were taught at a few schools. The text-book used is the English Board of Education Syllabus. The general standard attained may be described as very fair. Gymnastic classes are maintained at the King Edward VII School, Taiping, and the Anglo-Chinese School, Ipoh. A few schools were handicapped by having no suitable hall or similar place in which the drill could be given.

The teaching of science was practically confined to the Victoria Institution, the only school which has fully equipped modern science laboratories. The syllabus followed was the English Board of Education Science Course (1913).

of physical instruction and training in every class in the course of the week. Most of the teachers take an active part in the instruction. The use of team games and team competitions continued to increase and appeared to stimulate keenness. Simple gymnastics were taught at a few schools. The text-book used is the English Board of Education Syllabus. The general standard attained may be described as very fair. Gymnastic classes are maintained at the King Edward VII School, Taiping, and the Anglo-Chinese School, Ipoh. A few schools were handicapped by having no suitable hall or similar place in which the drill could be given.

The teaching of science was practically confined to the Victoria Institution, the only school which has fully equipped modern laboratories and lecture rooms. The General Science Course instituted by Mr. F. DANIEL, Science Master, was continued at the Victoria Institution, and four classes comprising 88 pupils from the Methodist Boys' School studied the same course. Selected School Certificate boys were also entered for Chemistry, and several School Certificate and Junior candidates for hygiene and physiology. An apparatus for micro-projection in daylight was constructed in the Laboratory Workshop; some dissecting dishes were added to the equipment, and progress was made with wiring the laboratories for safe low tension current. A piece of ground near the Science Wing is being developed as a small Botanical Garden. A Laboratory Assistant from the Sultan Abdul Hamid College, Alor Star, was attached for training during the second-half year.

A little attention was given to nature study at some schools, but few teachers had much knowledge of the subject and though there was progress it was slow. Many schools, however, had the nucleus of a museum; one school at least had a glass water-tank aquarium.

Commercial subjects did not receive any greater attention than in the past, though book-keeping was fairly commonly presented at the Cambridge local examinations. Shorthand was seldom a subject of the curriculum.

and classes in it did not appear to attract. There still appears to be no lively demand for commercial training till the ordinary work of the English school is completed.

Gardening.—An increased interest in this activity became apparent in the many English schools. The gardening class at the King Edward VII School, Taiping, completed another successful year. Classes benefited considerably from visits to Malay school gardens. A certain amount of school gardening is done also at the Government English School, Kamunting, the Government English School, Tronoh and two other schools. Eight English schools in Perak have asked for visits and advice from Agricultural Officers in 1937. In Selangor little gardening is done, but as mentioned above a small Botanical Garden was developed at the Victoria Institution. At the High School Klang gardening was organised on a house basis.

Of the 35 schools, 31 had staff libraries, 33 had school libraries and 23 had class libraries; the pupils continued to make increased use of these, and their home reading was intelligently supervised; it is still complained, however, that the teachers as a class made but moderate use of the staff libraries. Gramophones were used in 28 schools for the improvement of the oral English as well as for the teaching of rhythm and appreciation of good music; 22 schools had pianos. Singing was taught in the lower classes of most if not all schools; It has the incidental value of much improving articulation. Quite a number of schools had orchestras, and 25 had literary or debating societies; in addition historical, geographical, philatelic and other societies were to be found; the literary and debating societies are generally popular and they are vigorously conducted on the usual lines; incidental dramatisation forms part of the teaching technique in all schools, dramatic performances are common. Seventeen schools produced magazines or annuals of a high standard of excellence. Three schools had cinemas; one had a 35 mm. projector and other two 16 mm. ones; full advantage of such machines cannot be taken so long as there are no central libraries of films, and these have not yet been formed. Some headmasters gave demonstrations with their own projectors. One school replaced an old wireless set by a new one in the course of the year. A few schools kept a number of animals as pets. Clifford School, Kuala Kangsar had a very good library. At 37 of the schools the house system was in operation.

schools, dramatic performances are common. Seventeen schools produced magazines or annuals of a high standard of excellence. Three schools had cinemas; one had a 35 mm. projector and other two 16 mm. ones; full advantage of such machines cannot be taken so long as there are no central libraries of films, and these have not yet been formed. Some headmasters gave demonstrations with their own projectors. One school replaced an old wireless set by a new one in the course of the year. A few schools kept a number of animals as pets. Clifford School, Kuala Kangsar had a very good aviary. At 31 of the schools the house system was in vogue; it keeps growing in popularity and it has added greatly to the interest taken in team and other sports, and in inter-house and inter-school games in football, hockey, cricket, etc. Fourteen of the schools had tuck-shops and 27 had book-shops; the profit from tuck-shops and book-shops are devoted to purposes for the benefit of the pupils; the book-shops sell school-books at lower prices than the pupils can obtain them for in the local shops; it is ideal when a school has its own tuck-shop and can ban hawkers from the school grounds. In six schools there were thrift organisations; lectures on thrift were given in the schools by officers of the Co-operative Department. In Selangor there was great activity in swimming, and the pool at Travers Road was in constant use by the schools, though it is in a somewhat unsatisfactory condition. Most schools had special days on the occasion of which the pupils gave concerts and presented plays. Empire Day, Goodwill Day, the King's Birthday and Armistice Day were all suitably celebrated everywhere. Addresses were given on Empire Day and Armistice Day by prominent men. The purchase of poppies for Earl Haig's Fund was entirely voluntary.

Seven hundred and sixty-five boys from the Government and aided schools sat for the Cambridge Junior Local Certificate Examination and

510 passed, a percentage of 66·6, the 1935 figures were 744, 520 and 69·9 respectively. For the School Certificate Examination the corresponding figures were 621, 372 and 60; in 1935 they were 590, 376 and 63·7. A number of candidates, also, presented themselves either as private candidates or as candidates from private schools; 38 out of 203 entrants (18·7 per cent.) were granted the Junior Certificate and 27 out of 152 entrants (17·7 per cent.) the School Certificate. One hundred and ten Malay boys obtained the Junior Certificate and 60 the School Certificate, the corresponding figures for 1935 being 91 and 66.

Three hundred and sixty-three of the 372 School Certificates earned by boys at Government or aided schools were in the form of the Special Certificate for Malaya, which differs from the ordinary form of the Cambridge Certificate only in that a pass in English is compulsory for it (which is not so for the ordinary certificate) and in that no second language is required. Two hundred of these 363 Malayan Certificates, however, were stated by the Cambridge Syndicate to be equivalent in every respect to its own form of the certificate; the candidates who obtained them had satisfied the examiners in a second language as well as in English.

The spoken English of 25 per cent. of the weakest candidates for the Junior Certificate and of practically every candidate for the School Certificate was examined by the Chief Inspector of English Schools. Of the 765 candidates from Government and aided schools for the Junior Certificate 88·9 per cent. were passed, and of the 621 for the School Certificate 88 per cent. were passed. Of 203 private candidates for the Junior Certificate 53·3 per cent. were passed, and of 152 for the School Certificate 67·9 per cent. were passed.

As usual, a number of seriously over-age and unprogressive boys were superannuated. No hard and fast rules govern superannuation, but a pupil is not normally allowed to remain in school if he fails twice in the course of his career to receive the usual annual promotion. Pupils who are over-age for their class and whose progress is not normal are also liable to be superannuated.

Careers Committees existed in all large schools and pamphlets giving information as to posts and conditions of service in the various Government departments were sent to the heads of all headmasters. The

per cent. were passed. Of 203 private candidates for the Junior Certificate 53.3 per cent. were passed, and of 152 for the School Certificate 67.9 per cent. were passed.

As usual, a number of seriously over-age and unprogressive boys were superannuated. No hard and fast rules govern superannuation, but a pupil is not normally allowed to remain in school if he fails twice in the course of his career to receive the usual annual promotion. Pupils who are over-age for their class and whose progress is not normal are also liable to be superannuated.

Careers Committees existed in all large schools and pamphlets giving information as to posts and conditions of service in the various Government departments were in the hands of all headmasters. The co-operation of employers is welcomed. Trade recovery in 1936 was sufficiently marked to show itself in improvement in the prospects of employment. Government employed a number of additional men, but retrenched employees were given preference.

The Malay College, Kuala Kangsar, was the only school in the country that was purely a boarding school, if the three private hill schools for European girls and boys are excepted. It is for Malays only, particularly those of royal blood or good family. At the beginning of the year there were 119 boys in residence and at the end of it there were 110; 10 new boys were admitted, three became Malay Probationers and 16 left either at the end of their course or of their own accord. The pupils belonged to the four States of the Federation, to the Unfederated Malay States of Kelantan, Trengganu and Johore, and to Brunei. Formerly education was free, but since 1932 fees have been charged except in cases in which the Governors have decided that exemption was justifiable. The staff at the end of the year consisted of the Headmaster, three European Assistant Masters and five Asiatic Assistant Masters, four of the latter being Malays. Except for an epidemic of mumps the health of the boys was good. The

Medical Officer, Kuala Kangsar visits the school regularly and conducts regular examinations. He has so won the confidence of the boys that a boy in the small school looked on an operation for appendicitis as rather a joke. In the Cambridge examinations taken in July, 8 passed out of 12 School Certificate candidates and eight out of 12 Juniors. In December Raja ZAHAR BIN RAJA BADIOZAMAN, the Captain of the school, was awarded the Queen's Scholarship reserved for Malays. He intends to become a Civil Engineer and return to work in the Public Works Department. All boys were either scouts or cadets. The average strength of the scouts was three-officers, 42 scouts and 28 tenderfeet. The average strength of the Cadet Corps was three officers and 48 other ranks; the Corps was inspected by the Assistant Staff Officers to the local forces and received a good report. Association football, cricket or hockey were played compulsorily by all boys three times a week; on the other days fives, tennis, badminton, swimming and physical drill kept them occupied. The Annual Athletic Sports meeting was held on the 2nd of May, the prizes being presented by Mrs. REX, the wife of the Acting Chairman of the Board of Governors; seven of the Governors attended. The four Malay Probationers appointed in August left in July, and six new probationers arrived in August. The tuck-shop is still run by the boys themselves, the profits being applied to helping the Games Fund. The Headmaster expresses the opinion that his boys are alive to the changing needs of the times and that they are prepared to cope with them. They show more initiative and self-reliance than in former years.

The numbers and enrolments of "Private", i.e., non-aided, English schools at the end of November were as follows:—

<i>State</i>	<i>No. of Schools</i>	<i>Enrolment</i>	<i>Number of girls included</i>
Perak ...	29	1,994	288
Selangor ...	36	2,801	243
Negri Sembilan ...	6	376	112
Pahang ...	2	110	13
Totals	73	5,281	656

Persons employed in these private schools

prepared to cope with them. They show more initiative and self-reliance than in former years.

The numbers and enrolments of "Private", i.e., non-aided, English schools at the end of November were as follows:—

<i>State</i>	<i>No. of Schools</i>	<i>Enrolment</i> —	<i>Number of girls included</i>
Perak ...	... 29	1,994	288
Selangor ...	... 36	2,801	243
Negri Sembilan ...	... 6	376	112
Pahang ...	... 2	110	13
	—	—	—
Totals ...	73	5,281	656
	—	—	—

There were 228 teachers employed in these private schools, 179 men and 49 women. Twenty-five of the men and nine of the women were either Europeans or trained local teachers. Eleven of the men and two women were university graduates, and one of the men was a graduate of Raffles College. The fees as a rule ranged from \$2.50 a month (£3 10s. a year) to \$5 a month (£7 a year).

The number of teachers in the Government and aided English boys' schools at the end of November was 415, 393 being men and 22 women; the corresponding figures for 1935 were 406, 383 and 23. All but one of these 415 were Europeans or locally trained teachers. As the total enrolment of the schools at that date was 11,935, the average number of pupils to a teacher was 28.8, a decrease of 0.1 in the figure for 1935. Forty-six teachers (42 men and four women) were Europeans or Americans; 16 of the men, practically all of whom possessed honours degrees, and four of the women, were employed in Government schools; these figures, exclude teachers employed at the Malay College. The female European staff in Government schools is engaged entirely in supervising primary education, particularly the first years of it, and its members are required to possess

the Higher Froebel Certificate or some similar qualification. These qualifications are not insisted on in the case of missionary teachers, who are of two classes (i) members of the Roman Catholic Monastic Teaching Orders who possess the teaching qualification required by the Orders to which they belong, and (ii) Missionary Teachers who are not members of Monastic Orders and who as a rule possess British or American teaching qualifications. Three hundred and sixty-seven of the 369 local teachers had satisfactorily completed a course of training in Normal Classes or higher institutions and of that number 311 possessed in addition Cambridge School Certificates at least; four of the local teachers were graduates of universities and 31 held the diploma of Raffles College, to which institution reference is made later in Chapters VI and VII. The races of the teachers were as follows: Europeans and Americans 47, Eurasians 49, Malays 23, Chinese 133, Indians 151, others 12.

Student teachers drew allowances of \$50 a month (£70 a year). Men appointed as temporary untrained teachers were paid \$65 a month rising at the end of one year to \$70 a month (£91 a year rising to £98 a year). Trained local men teachers drew \$130 a month rising by annual increments of \$10 a month to \$300 a month (£182 a year rising by annual increments of £14 to £420). Five per cent. of the trained local teachers could be given superscale salaries of \$400 a month (£560 a year). Local teachers who had degrees of certain British Empire Universities in some cases received in addition a pensionable allowance of \$25 a month (£35 a year) till promoted to superscale appointments. A certain proportion of men missionary teachers received \$250 a month (£350 a year). European masters in Government schools received \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European masters there were a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

Government pays pensions to trained local teachers employed in Government schools. The maximum pension that may be drawn is two-thirds of the final salary and it is earned by 35 years' service. The normal retiring age is 55 though a man may be given permission to retire at 50 and a woman may be required to retire at the age of 45. Government

In addition a pensionable allowance of \$25 a month (£35 a year) is promoted to superscale appointments. A certain proportion of missionary teachers received \$250 a month (£350 a year). European masters in Government schools received \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European masters there were a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

Government pays pensions to trained local teachers employed in Government schools. The maximum pension that may be drawn is two-thirds of the final salary and it is earned by 35 years' service. The normal retiring age is 55 though a man may be given permission to retire at 50 and a woman may be required to retire at the age of 45. Government and the lay teachers employed in the mission and other aided schools contribute equal amounts to provident funds established for the benefit of these lay teachers.

(ii) CHINESE SCHOOLS—BOYS

Excluding Girls' Middle Schools, there were 11 boys' or mixed Junior Middle Schools, as compared with 16 in 1935. The reduction is due partly to an amalgamation of four schools in Sitiawan and partly to closing down of small Middle school departments on account of the small enrolment. There was also one Senior Middle School for boys only in Kuala Lumpur, at the Confucian Boys' School; it was started in August, 1935. It is intended to transform it into a Normal Class.

The full Middle School (or secondary) course lasts for six years, three spent in the Junior classes and three in the senior classes. The first year Junior Middle corresponds roughly to Standard V in the local English schools, the second year to Standard VI and the third year to Standard VII; the Senior Middle Classes correspond to the Junior and School Certificate classes.

Seven hundred and twenty-six children, of whom 75 were girls, attended these schools. The enrolments by classes were as follows:—

First year Junior Middle	...	...	...	333
Second year „ „	...	...	...	225
Third year „ „	...	...	...	145
Second year Senior „	...	...	...	23
Total				726

Two of the Junior Middle schools were for boys only and nine were mixed.

There were 109 teachers, almost all of whom also taught primary classes: 26 were locally born: 26 were graduates of Chinese Universities. There were 17 English teachers, and English was taught in all schools.

Fees vary from \$2 (4s. 8d.) to \$4 (9s. 4d.) a month, according to the financial condition of the school and the qualifications of the teachers. Boarding charges are from \$5 (11s. 8d.) to \$6 (14s.) a month. Seven of the schools took boarders, of whom there were 124.

Each school has its own graduation examination, and issues its own certificates. There is no uniform standard, but most of the schools take part in the inter-school examination, and this will probably have the effect of creating uniformity.

Grants-in-aid were made to two schools in Perak and one in Selangor. The average enrolment in the aided schools was 405.

(iii) VOCATIONAL

Technical Education was given in the Technical School, Kuala Lumpur, an institution that was for a number of years run by the Public Works Department but which was taken over by the Education Department in January, 1931. Information regarding this school will be found in Chapter VI.

Commercial Education.—There were no purely commercial schools and no separate departments for purely commercial work in any of the schools. Mention has been made earlier of the extent of commercial education.

Industrial Education.—There were three schools engaged in giving industrial education, the Trade Schools at Kuala Lumpur and Ipoh.

Grants-in-aid were made to two schools in Perak and one in Ipoh. The average enrolment in the aided schools was 405.

(iii) VOCATIONAL

Technical Education was given in the Technical School, Kuala Lumpur, an institution that was for a number of years run by the Public Works Department but which was taken over by the Education Department in January, 1931. Information regarding this school will be found in Chapter VI.

Commercial Education.—There were no purely commercial schools and no separate departments for purely commercial work in any of the schools. Mention has been made earlier of the extent of commercial education.

Industrial Education.—There were three schools engaged in giving an industrial education—the Trade Schools at Kuala Lumpur and Ipoh, and that at Bagan Serai.

(a) The Trade Schools, Kuala Lumpur and Ipoh, are run on similar lines and train youths to be fitters and motor mechanics; the course lasting three years. The majority of the pupils receive free education and a subsistence allowance and consequently hundreds of applications for admission are received; Malays are given preference. The staff of each school consists of a European Instructor assisted by a technical instructor and local mechanics. The Kuala Lumpur school has a part-time principal in addition. The total enrolment for both schools was 181 (Kuala Lumpur school 111, Ipoh school 70); 18 of the Kuala Lumpur students were in a tailoring class which was started in July 1935. The Ipoh school draws its students only from the State of Perak, but the Kuala Lumpur school, originally a federal institution designed to serve all four States of the Federation, now serves the other three, Selangor, Negri Sembilan and Pahang, though it has become a Selangor school. Each year sees additions to the plant. At the Ipoh school a Diesel engine class was successful, nine third-year students presented themselves for the Government

examination and seven passed with credit. The electric welding branch of the training in the school also proved successful. There is a demand for boys trained in this branch. Consideration is being given to the introduction of training also in acetylene welding and to the provision of plant. Only a few ex-students of that school are on the unemployed list. At the Kuala Lumpur school 28 students completed their course in June and 26 were placed in employment by the school. The tailoring class mentioned above, which is in charge of an instructor engaged from the Johore Tailoring School and which has a technical adviser from Messrs. Robinson & Co., Ltd., made good and rapid progress up to the end of the year. The technical adviser, whose services were of much value, has expressed himself as highly pleased with the class. It is housed in a building which previously formed part of the Maxwell School.

(b) The Trade School, Bagan Serai, was established to give a training in carpentry and elementary cabinet-making to Malays from the neighbouring villages, the idea being that when the students qualified they would become the handymen of their home districts; it was hoped too that some would eventually enter into competition in their particular trade with men of other race. There is no such keenness to enter the school of carpentry as there is to enter the other trade schools where the students get a subsistence allowance which is not the case in the Carpentry School. Most of the parents of these pupils are poor and the pupils find it very hard to remain at the school when times are specially hard. Prospects of employment too are not so good. At the end of November there were 37 students at Bagan Serai Trade School, the figure in 1935 being 24; twenty-six were in their first year, eight in their second and three in their third and final year. All the third-year students passed their final examination. The school held an exhibition and sale of furniture and drew over \$122 (£14 11s. 8d.); the work shown was good, definitely better than that of previous years. The Co-operative Furniture Society at Bagan Serai, composed of ex-students of the school, tendered for contracts for repairs to Malay schools and for the making of desks and furniture. It is a pleasure to record that it managed to hold its own. Many ex-students were employed as carpentry instructors in various parts of the peninsula, and a number as cabinet-makers in carpentry as a trade.

At the Bagan Serai school one Malay was appointed Apprentice Carpenter.

...year. All the third-year students passed their final examination. The school held an exhibition and sale of furniture and drew over \$10,000 (1935, 36); the work shown was good, definitely better than that of previous years. The Co-operative Furniture Society at Bagan Serai, composed of ex-students of the school, tendered for contracts for repairs to Malay schools and for the making of desks and furniture. It is pleasing to record that it managed to hold its own. Many ex-students are employed as carpentry instructors in various parts of the peninsula, and a number have taken to carpentry as a trade.

In Negri Sembilan one Malay was appointed Apprentice Conductor on a European rubber estate. His work is supervised by the manager, who reports favourably on the experiment. This Malay is however slow in acquiring a working knowledge of the Tamil language. His apprenticeship will be for three years and Government makes a subsistence allowance of \$17.50 a month.

CHAPTER VI

UNIVERSITY AND COLLEGIATE (POST-SECONDARY) EDUCATION

(i) ARTS AND SCIENCE

The most advanced educational institutions in Malaya are the King Edward VII College of Medicine, Singapore, which is not connected in any way with the Education Department though the Adviser on Education is a member of the Council, and Raffles College, which is under an independent Council. A more detailed reference to the College of Medicine will be found in Part I.

(a) Raffles College, which is controlled by a Council and Senate of both of which the Adviser on Education is *ex-officio* a member, was opened in

Malaya. A President, Professors of English, history, mathematics, chemistry, physics and education, readers in geography and economics, together with lecturers in all subjects except education, geography and economics, form the staff. Students study one major subject and two minor ones; the standard aimed at in the major subject is well above that for a pass degree in any British University. The course is a three-year one and the College diploma is awarded to students who successfully complete it, but as this diploma, however valuable intrinsically, is likely to be comparatively valueless outside Malaya the course provided is now such that it prepares the students either for the diploma or for a London University degree. Mr. F. J. MORTEN, B.A. (Oxon), M.C.S., Adviser on Education, acted as President throughout the year. There were 112 students, 19 of them being from the Federated Malay States of whom two were teachers in training holding Government scholarships.

(b) *Queen's Scholarships*.—The sixth examination for these scholarships since they were restored by Government was held in October. There were 13 candidates for the open scholarship and five for that confined to Malays. The examining body is appointed by the Cambridge delegacy. It is a condition that no scholarship shall be awarded to any candidate, who, in the opinion of the examining body, is not fit to study for an honours degree at Oxford or Cambridge. The value of each of the two scholarships may be £500 for the first year and £400 each succeeding year. The open scholarship was awarded to Ng Wah Hing of the Anglo-Chinese School, Ipoh, and that for Malays only to Raja Zahar of the Malay College, Kuala Kangsar. Both scholars intend to study engineering.

The Inspector of Schools, Selangor, is joint Honorary Secretary of the Students in Britain Committee for the Malay States. During the year many applications for assistance were received and in two cases letters of introduction were given to the students proceeding to England for further studies.

(ii) PROFESSIONAL

(a) *The Technical School, Kuala Lumpur*.—This school, which was closed about the year 1914, was opened by the Education Department in October, 1923, and was taken over by the

of applications for assistance were received and in two cases letters of recommendation were given to the students proceeding to England for further studies.

(ii) PROFESSIONAL

(a) *The Technical School, Kuala Lumpur.*—This school, a successor of one which was closed about the year 1914, was opened by the Public Works Department in October, 1925, and was taken over by the Education Department as a Federal institution in January, 1931. In 1935 it became a Selangor State Department, though its function remains Malayan. It accepts students for training for the posts of Technical Subordinates in the Public Works, Railways, Electrical and Posts and Telegraphs Departments; it also houses the students in training for posts in the Survey Department; a few private fee-paying students are received. The school is the only Malayan Institution offering full-time instruction in higher education of an engineering nature and might more properly be described as a school or College of Engineering; it fulfils the same function that Raffles College, the College of Medicine and the School of Agriculture perform in their respective spheres, covering, however, a much wider field for present employment than do any of the others. Courses are offered in civil, mechanical, electrical and telegraph and telephone engineering. Those seeking admission must have had a good secondary school education, particularly in English and mathematics, and should preferably have had some instruction in elementary science; they must also be physically fit.

Seventy-eight students were under instruction in May as compared with 77 in 1935. Twenty were from the Public Works and Drainage and Irrigation Departments, two from the Electrical Department, 15 from the

Posts and Telegraphs Department, 20 from the Survey Department, 51 from the Railways Department, two private students supported by Government scholarships and 13 fee-paying private students. Of these 78 students 42 were Malays. At the end of the year there were 91 students, of whom 16 were private and fee-paying.

In May there were 46 students living in the hostel, which has accommodation for 48; in December there were 63. To alleviate this state of affairs the School's indoor gymnasium has been converted into a dormitory, this being sufficiently large to accommodate 20 students in comfort. The need for additional bathing and hostel accommodation is a very real and urgent one and will become even more so in July, 1937 when a large influx of new apprentices from distant States is anticipated.

Sixteen apprentices completed their training during the year. They sat for their final examination for those completing their courses, and all passed. First and Second Technical Examinations for employees of the Public Works, Drainage and Irrigation, Railways, Posts and Telegraphs and Electrical Departments were conducted; the numbers who sat were 2 and 59 respectively, and of these three and nine passed.

As in former years arrangements were made to conduct locally some of the City and Guilds of London Institute Examinations. They were held at Singapore, Penang, Ipoh and Kuala Lumpur. The number of applications to sit increased from 152 in 1935 to 157 in 1936. Forty-eight students of the Technical School sat for one or more of these examinations, forty-six of whom passed, one being awarded a Bronze Medal.

The school maintained its sports activities and is a force to be reckoned with in local athletic circles, its hockey team having a very successful season, three members of which have played for the State. Rugby football has been played for the first time and although lack of weight handicaps the forwards, the students are very keen and have shown a decided aptitude. Three players have been selected for the Selangor Asiatic side.

It is pleasing to report that new students are becoming more 'technically minded' this being the result of groundwork put in ever since the school was opened, and it is clear that there exists a large and growing demand on the part of the public for technical education. The response to the school's efforts have been received thus far.

...six of which passed, one being awarded a Bronze Medal.

The school maintained its sports activities and is a force to be reckoned with in local athletic circles, its hockey team having a very successful season, three members of which have played for the State. Rugby football has been played for the first time and although lack of weight handicapped the forwards, the students are very keen and have shown a decided aptitude. Three players have been selected for the Selangor Asiatic side.

It is pleasing to report that new students are becoming more 'technically minded' this being the result of groundwork put in ever since the School was opened, and it is clear that there exists a large and ever growing demand on the part of the public for technical education. Many more applications for admission have been received than ever before, and unfortunately the school is neither large enough nor sufficiently staffed to cope adequately with the demand.

(b) *The School of Agriculture, Malaya, Serdang.*—This institution is not under the control of the Education Department, though the Chief Inspector of English Schools is *ex-officio* a member of the Advisory Committee. It is conducted by the Agricultural Department, and information concerning it is to be found in that department's report. The following, however, is a summary of the position with regard to it in 1931.

The school was opened in May, 1931. It was originally intended that it should provide two courses of instruction, the more important, a three-year course with English as the medium, to aim at giving the student a sound general training in Malayan agriculture with an adequate knowledge of the pure sciences which form the foundation and framework of scientific agriculture, the other, a one-year course with Malay as the medium (instruction through the medium of English being given if required) to meet the needs of a much less advanced type of student; but in 1933 the three-year course was shortened to a two-year one, as it was felt that the better type of student then available could cover most of the ground of the

three-year course in the shorter period, and that, as the cost of training would be reduced, the school would as a result prove more attractive. The word "student" and "pupil" are used in the school to distinguish between those taking the two-year course and those taking the one-year course. In general, a "student" holds at least the Cambridge School Certificate or its equivalent, whereas no more is required of a "pupil" than that he should have passed the highest standard in a Malay vernacular school or the fifth standard in a local English school. The fees for the two courses to students from the Federated Malay States and the Straits Settlements are \$90 (£10 10s.) and \$45 (£5 5s.) a year respectively, but to students from elsewhere they are \$420 (£49) and \$210 (£24 10s.) a year. Boarding charges in 1936 were approximately \$12 (£1 8s.) a month. Excluding the cost of transport to and from the school, a sum of \$250 (£29 4s.) a year is sufficient to meet the cost of a student taking the two-year course, and a sum of \$175 (£20 10s.) to meet the cost of the one-year course. The Governments of the Federated Malay States and Straits Settlements give a number of "major" and "minor" scholarships each year for the two-year and one-year courses respectively. There are also other scholarships. The average cost of running the school in 1936 was approximately \$550 (£54) per student. The number of "students" in residence at the end of 1936 was 48 (of whom 26 were private and fee-paying), and the number of "pupils" was 32 (of whom 10 were private and fee-paying); there is accommodation for 80. Of the 80 in all in residence, 48 were Malays, 30 Chinese, and two of other race; they came from the Federated Malay States, the Straits Settlements, Kedah, Kelantan, Johore and Trengganu. In April, 20 completed the two-year course and 27 the one-year one, and left the school; the majority found early employment: some were given Government posts; the Rubber Research Institute engaged five, and various rubber estates four of the "students".

As part of the Annual Course for Penghulus (Headmen) 20 men attended the school for six days before proceeding elsewhere for special instruction in rubber, copra and rice respectively.

CHAPTER VII

TRAINING OF TEACHERS

government posts; the Rubber Research Institute engaged five, and various rubber estates four of the "students".

As part of the Annual Course for Penghulus (Headmen) 20 attended the school for six days before proceeding elsewhere for special instruction in rubber, copra and rice respectively.

CHAPTER VII

TRAINING OF TEACHERS

(a) TEACHERS IN MALAY VERNACULAR SCHOOLS

As mentioned in Chapter IV, those who are to become teachers in the Malay vernacular schools are first appointed pupil-teachers. Pupil-teachers are selected from the more promising of the boys in the schools. As pupil-teachers they both study and teach till they attain their sixteenth birthdays at which period they sit for an examination a pass in which qualifies them for admission to the Sultan Idris Training College, Tanjong Malim. The maximum age of admission is 18 years. Those who do best are accepted into the College and there they are given a three-year course of training in the Malay language and literature, Malay history, geography, arithmetic, hygiene, physical training, writing, drawing, basketry, theory and practice of teaching, and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The Sultan Idris Training College, the successor of two older colleges, one at Malacca and one at Matang, was opened in 1922, and though it was originally built to train teachers for the schools of the Federated Malay States and the Straits Settlements, it now accepts small numbers of students

Posts and Telegraphs Department, 20 from the Survey Department, 10 from the Railways Department, two private students supported by Government scholarships and 13 fee-paying private students. Of these 78 students 42 were Malays. At the end of the year there were 91 students, of whom 16 were private and fee-paying.

In May there were 46 students living in the hostel, which has accommodation for 48; in December there were 63. To alleviate this state of affairs the School's indoor gymnasium has been converted into a dormitory, this being sufficiently large to accommodate 20 students in comfort. The need for additional bathing and hostel accommodation is a very real and urgent one and will become even more so in July, 1937, when a large influx of new apprentices from distant States is anticipated.

Sixteen apprentices completed their training during the year. They sat for their final examination for those completing their courses, and all passed. First and Second Technical Examinations for employees of the Public Works, Drainage and Irrigation, Railways, Posts and Telegraphs and Electrical Departments were conducted; the numbers who sat were 23 and 59 respectively, and of these three and nine passed.

As in former years arrangements were made to conduct locally some of the City and Guilds of London Institute Examinations. They were held at Singapore, Penang, Ipoh and Kuala Lumpur. The number of applications to sit increased from 152 in 1935 to 157 in 1936. Forty-eight students of the Technical School sat for one or more of these examinations, forty-six of whom passed, one being awarded a Bronze Medal.

The school maintained its sports activities and is a force to be reckoned with in local athletic circles, its hockey team having a very successful season, three members of which have played for the State. Rugby football has been played for the first time and although lack of weight handicaps the forwards, the students are very keen and have shown a decided aptitude. Three players have been selected for the Selangor Asiatic side.

It is pleasing to report that new students are becoming more technically minded, this being the result of groundwork put in over the past few years, and it is clear that there exists a large and growing demand on the part of the public for technical education.

students of the Technical School sat for one or more of the examinations, forty-six of whom passed, one being awarded a Bronze Medal.

The school maintained its sports activities and is a force to be reckoned with in local athletic circles, its hockey team having a very successful season, three members of which have played for the State. Rugby football has been played for the first time and although lack of weight handicapped the forwards, the students are very keen and have shown a decided aptitude. Three players have been selected for the Selangor Asiatic side.

It is pleasing to report that new students are becoming more 'technical minded' this being the result of groundwork put in ever since the School was opened, and it is clear that there exists a large and ever growing demand on the part of the public for technical education. Many more applications for admission have been received than ever before, and unfortunately the school is neither large enough nor sufficiently staffed to cope adequately with the demand.

(b) *The School of Agriculture, Malaya, Serdang.*—This institution is not under the control of the Education Department, though the Chief Inspector of English Schools is *ex-officio* a member of the Advisory Committee. It is conducted by the Agricultural Department, and information concerning it is to be found in that department's report. The following, however, is a summary of the position with regard to it in 1931.

The school was opened in May, 1931. It was originally intended that it should provide two courses of instruction, the more important, a three-year course with English as the medium, to aim at giving the student a sound general training in Malayan agriculture with an adequate knowledge of the pure sciences which form the foundation and framework of scientific agriculture, the other, a one-year course with Malay as the medium of instruction through the medium of English being given if required) to meet the needs of a much less advanced type of student; but in 1933 the three-year course was shortened to a two-year one, as it was felt that the better type of student then available could cover most of the ground of the

two-year course in the shorter period, and that, as the cost of training could be reduced, the school would as a result prove more attractive. The word "student" and "pupil" are used in the school to distinguish between those taking the two-year course and those taking the one-year course. In general, a "student" holds at least the Cambridge School Certificate or its equivalent, whereas no more is required of a "pupil" than that he should have passed the highest standard in a Malay vernacular school or the fifth standard in a local English school. The fees for the two courses to students from the Federated Malay States and the Straits Settlements are \$90 (£10 10s.) and \$45 (£5 5s.) a year respectively, but to students from elsewhere they are \$420 (£49) and \$210 (£24 10s.) a year. Boarding charges in 1936 were approximately \$12 (£1 8s.) a month. Excluding the cost of transport to and from the school, a sum of \$250 (£29 4s.) a year is sufficient to meet the cost of a student taking the two-year course, and a sum of \$175 (£20 10s.) to meet the cost of the one-year course. The Governments of the Federated Malay States and Straits Settlements give a number of "major" and "minor" scholarships each year for the two-year and one-year courses respectively. There are also other scholarships. The average cost of running the school in 1936 was approximately \$550 (£54) per student. The number of "students" in residence at the end of 1936 was 48 (of whom 26 were private and fee-paying), and the number of "pupils" was 32 (of whom 10 were private and fee-paying); there is accommodation for 80. Of the 80 in all in residence, 48 were Malays, 30 Chinese, and two of other race; they came from the Federated Malay States, the Straits Settlements, Kedah, Kelantan, Johore and Trengganu. In April, 20 completed the two-year course and 27 the one-year one, and left the school; the majority found early employment: some were given Government posts; the Rubber Research Institute engaged five, and various rubber estates four of the "students".

As part of the Annual Course for Penghulus (Headmen) 20 men attended the school for six days before proceeding elsewhere for special instruction in rubber, copra and rice respectively.

CHAPTER VII

TRAINING OF TEACHERS

ment posts; the Rubber Research Institute engaged five, and various estates four of the "students".

As part of the Annual Course for Penghulus (Headmen) 20 men attended the school for six days before proceeding elsewhere for special instruction in rubber, copra and rice respectively.

CHAPTER VII

TRAINING OF TEACHERS

(a) TEACHERS IN MALAY VERNACULAR SCHOOLS

As mentioned in Chapter IV, those who are to become teachers in the Malay vernacular schools are first appointed pupil-teachers. Pupil-teachers are selected from the more promising of the boys in the schools. As pupil-teachers they both study and teach till they attain their sixteenth birthdays at which period they sit for an examination a pass in which qualifies them for admission to the Sultan Idris Training College, Tanjong Malim. The maximum age of admission is 18 years. Those who do best are accepted into the College and there they are given a three-year course of training in the Malay language and literature, Malay history, geography, arithmetic, hygiene, physical training, writing, drawing, basketry, theory and practice of teaching, and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The Sultan Idris Training College, the successor of two older colleges, one at Malacca and one at Matang, was opened in 1922, and though it was originally built to train teachers for the schools of the Federated Malay States and the Straits Settlements, it now accepts small numbers of students

from the Unfederated Malay States (Johore, Kedah, Kelantan, Trengganu and Perlis) and from Brunei and Sarawak. The cost of the establishment is borne by the State of Perak in the first instance and is subsequently apportioned between the States of the Federation, the Straits Settlements and the Unfederated Malay States.

The amount paid by the Federated Malay States and Straits Settlements respectively is proportionate to the number of students from each, while the Unfederated Malay States pay a fixed sum for each pupil.

The College provides the highest course in Malay vernacular education obtainable in the Peninsula, while attached to it is a Translation Bureau which not only prepares the text-books required in the schools but also translates into the vernacular and sees through the press a variety of novels and books of general interest. It has, of course, a Practising School, and in 1932, a building was acquired to house a definite Craft School.

The substantive Principal, Mr. O. T. DUSSEK was on duty until he went on leave on 29.2.1936 and he retired from Government Service on 16.11.1936. Mr. J. PEARCE, Master of Method acted as Principal in addition to his other duties from 29.2.1936 until the end of the year. He reports as follows "At the end of the year the staff consisted of a European Master of Method who was also acting Principal, a European Art Superintendent, 17 Malay Assistant Masters and two Religious Instructors".

At the beginning of 1936 there were 361 students in residence, while at the end of the year the number was 361 and one Kelantan and one Kedah probationer. The corresponding figures for 1935 were 356 and 354. One hundred and sixty-seven of the students were from the Federated Malay States, 104 from the Straits Settlements, 86 from the Unfederated Malay States, two from Brunei and two from Sarawak. The numbers from the different States of the Federation were as follows:—

State	3rd year	2nd year	1st year	Total
Perak	24	25	25	74
Selangor	10	15	12	37
Negeri Sembilan	15	15	12	42
Pahang	10	10	10	30

At the beginning of 1936 there were 361 students in residence and at the end of the year the number was 361 and one Kelantan and Kedah probationer. The corresponding figures for 1935 were 350 and 1. One hundred and sixty-seven of the students were from the Federal Malay States, 104 from the Straits Settlements, 86 from the Unfederated Malay States, two from Brunei and two from Sarawak. The number from the different States of the Federation were as follows :—

<i>State</i>	<i>3rd year</i>	<i>2nd year</i>	<i>1st year</i>	<i>Total</i>
Perak ...	24	25	25	74
Selangor ...	10	15	15	40
Negri Sembilan ...	15	8	12	35
Pahang ...	6	6	6	18
Totals ...	55	54	58	167

In addition there were five students taking a Post Graduate Course and five craft students. On the whole the health of the students was slightly better than in 1935. Hospital admissions increased from 177 to 184, but 45 of these admissions were accounted for by a slight epidemic of mumps during the first term. Prompt measures were taken by the College health department and the contacts were isolated immediately, and they were fortunate enough to confine the outbreak to the South block of dormitories. Influenza accounted for 42 admissions over the whole year, but the cases were distributed throughout both terms as against a slight epidemic affecting 70 students last year. Malaria appears to be slightly on the increase. There was one case of Para Typhoid *A* and also a serious case of Influenza Pneumonia. There were no deaths. The general physique of the students shows, perhaps, slight improvement, but it is not yet as good as it ought to be.

The training of students in Practical Teaching was again hampered through lack of accommodation for the children. The school was divided into twelve classes, thus enabling each third year student to do four

weeks' teaching during his final year. Any extension of this period obviously depends both upon the accommodation provided in the school and upon the number of its pupils.

The experiment tried in 1936, where newly admitted girls were taught Jawi only in the first standard has had very satisfactory results and is now an established practice in the school. At the end of the year the usual Exhibition and Parents' Day were held. A goodly number of Malay officials and parents attended, and the main hall of the College—the venue of the exhibition—was crowded from the moment of opening until closing time. The Exhibition started at 8 A.M. with a drill display by about a hundred boys. This was followed by a prize giving ceremony. Exhibits included classroom work, writing and drawing, handicrafts, basketry, sewing, articles for household use, such as ladles, scrapers; fret-saw work, etc., vegetables from the school gardens, pot plants from children's home gardens. In the section devoted to class-room work it is worthy of note that every child in the school put up a specimen of his or her work. The Post Office Savings Bank for the school at the end of the year showed the very creditable amount of \$650.93.

At the entrance examination held in October, 151 Federated Malay States candidates sat for 61 places and 51 were admitted.

The 58 first-year students all obtained the 40 per cent. minimum of marks that was required for promotion to the second-year class; results were on the whole quite satisfactory. There were only five failures in general science as compared with 26 in 1935.

The 54 second-year students all qualified to take the third-year class though the standard of the examinations was raised; the results were quite satisfactory.

The 57 third-year students passed the final examination of the course in November and were awarded certificates as follows:—

First Class
Second Class
Third Class
Pass

The 54 second-year students all qualified to take the third-year examination although the standard of the examinations was raised; the results were quite satisfactory.

The 57 third-year students passed the final examination of the course in November and were awarded certificates as follows :—

First Class	...	...	...	...	1
Second Class	...	...	...	...	44
Third Class	...	...	...	...	11
Pass	...	...	...	...	1
Total					57

The levelling-up noted last year still continues and the number of weak candidates has decreased appreciably. This is more apparent when the detailed mark lists are studied—many graduates (third class certificates) having just missed second class. The diminution in the number of First Class Certificates is due (a) the raising of the standard of the examination (b) optional questions were not given this year, tending to make the papers more difficult. In regard to the subjects in which the candidates were examined, although no distinctions were gained in General Literature and History, the standard reached is satisfactory. The Language section in this group is very ably taught by a number of officers from the Translation Bureau, who, incidentally, are producing a text-book "Nahu Melayu" (Malay Grammar), which we hope to publish next year. It is worthy of note that this subject is bound up with the ever increasing volume of Malay Literature (mostly produced by the College Translation Bureau), a parallel development of utmost importance to Malays and the Malay language. The results obtained show that graduates have a very sound knowledge of their language and reflect great credit upon the officers

aforementioned, who are responsible for teaching the subject. Results in History were satisfactory. The type and difficulty of the questions of the General Science Section, *i.e.* Arithmetic, Elementary Mathematics, Geography and Physical Geography, approached the School Certificate standard. In Arithmetic the standard reached is quite satisfactory, but the advanced work is not well done in the lower divisions of the third year. It is pleasing to note, however, that there are Malays (on the vernacular side) who not only have ability in this subject, but a distinct liking for it as well. The standard in this subject is raised every year and quite a number of students appear to keep level with the higher standard demanded. In Geography and Physical Geography, results were from fair to very good. There is a growing interest in these two subjects, especially in Physical Geography. Unfortunately we have no text-book for this subject (it is hoped to publish one next year) but the standard is good despite that deficiency. The general standard in Writing and Drawing is very satisfactory, especially in relation to blackboard work. In Pedagogy, *i.e.* Theoretical and Practical Teaching and Hygiene, results are satisfactory. In Practical Teaching several students obtained 70 per cent. and above of the full mark. The marking in this division is always kept low, on account of the difference between conditions found in the College Practising School and those which obtain in the *kampong* schools. In the former, a student teacher is given one class to look after; in the latter he may have to look after several classes. There are quite a number of sound teachers amongst this year's graduates, who should do well in the schools to which they are appointed. The average mark obtained in Hygiene was 60 per cent., an extremely satisfactory average. Physical Training continues to be satisfactory and the ability to teach it has improved. Naturally, some students on account of physical excellence are able to teach this subject well, while others with uninspiring physiques teach it badly. Quite a number of students lose marks in the Practical part of this subject because they lack alertness of person and they therefore fail to provoke proper effort and enthusiasm when taking a class. One would like to see the teaching of this subject bear more fruit in the shape of a more lively and alert person, more alert and lively in his general movements. The general standard of the year was good as usual. Students seem to be more interested in their studies than in the past. A lot of their spare time attending to their studies.

The average mark obtained in 1936 was 70.5, an extremely satisfactory average. Physical Training marks were satisfactory and the ability to teach it has improved. Naturally, the students on account of physical excellence are able to teach this subject well, while others with uninspiring physiques teach it badly. The majority of students lose marks in the Practical part of this subject because they lack alertness of person and they therefore fail to provoke proper effort and enthusiasm when taking a class. One would like to see the teacher of this subject bear more fruit in the shape of a more lively type of person, i.e. more alert and lively in his general movements. Practical Gardening was very good as usual. Students seem to be fond of gardening, and they spend a lot of their spare time attending to their plots. Gardening activity was noticed during the year under review than in previous years, probably due to the phenomenal dry weather in Tanjong Malim throughout the year. The Theoretical Paper was satisfactorily done. Basketball was excellent. There were two distinctions and two failures in Manual Training, i.e. Gardening and Basketball.

By the end of 1936, 1,300 teachers had been trained in this and the other Colleges—703 in the Malacca College, 200 in the Matang College and 1,297 in the Sultan Idris College.

Mr. G. Brasseur, Federated Malay States Art Superintendent, was on duty at Tanjong Malim throughout the year. The total number of students in 1936 was 22. Amongst these five were Post-Graduate students, five were special craft students from Kedah, Kelantan and Pahang, and two were local boys. The increase in the number of craft students sent here was satisfying as it is mainly on this class of student that we need to depend.

The Textile School.—A new technique was added during the year, the style of printing called "Yusen" by the Japanese. It is similar to block-printing but the method of printing and the mixture of the colours

are appointed. The average mark obtained in Hygiene was 85 per cent., an extremely satisfactory average. Physical Training continues to be satisfactory and the ability to teach it has improved. Naturally, some students on account of physical excellence are able to teach this subject very well, while others with uninspiring physiques teach it badly. Quite a number of students lose marks in the Practical part of this subject because they lack alertness of person and they therefore fail to provoke proper effort and enthusiasm when taking a class. One would like to see the teaching of this subject bear more fruit in the shape of a more lively type of young man, *i.e.* more alert and lively in his general movements. Practical Gardening was very good as usual. Students seem to be fond of gardening, and they spend a lot of their spare time attending to their plots. Greater activity was noticed during the year under review than in previous years, probably due to the phenomenal dry weather in Tanjong Malim throughout the year. The Theoretical Paper was satisfactorily done. Basketry was excellent. There were two distinctions and two failures in Manual Training, *i.e.* Gardening and Basketry.

By the end of 1936, 2,390 teachers had been trained in this and the earlier Colleges—705 in the Malacca College, 200 in the Matang College and 1,483 in the Sultan Idris College.

Mr. G. BURGESS, Federated Malay States Art Superintendent, was on duty at Tanjong Malim throughout the year. The total number of students in 1936 was 22. Amongst these five were Post-Graduate students, five were special craft students from Kedah, Kelantan and Pahang, and 11 were local boys. The increase in the number of craft students sent here was gratifying as it is mainly on this class of student that we must in future depend.

The Textile School.—A new technique was added during the year, the style of printing called "Yuzen" by the Japanese. It is similar to stencilling but the method of printing and the mixture of the printing

paste make possible effects beyond the range of ordinary stencilling; it is much quicker too. A demonstration of the craft was given at the Malayan Agri-Horticultural Association Show in Kuala Lumpur.

The Pottery School.—This year saw the culmination of some years of experimenting with local materials. We now have stoneware glazes which fit the body perfectly without any sign of crazing and take on many shades of colour according to temperature and atmosphere in the firing. All the materials are obtained locally and are prepared and ground by the students.

The Weaving School.—Weaving was started at the beginning of the year. We have three looms in constant use now. The yarn we dye ourselves in fast colours. This first year work was confined to sarong making in tabby or plain weaving in various colours. The finished work sold easily.

The Silver School.—We still had a single student working at jewellery principally but we still lack a competent silver-smith who can teach large work. We hope to get a good craftsman in 1937.

Minor Crafts.—Carpentry is still carried on in a small way, chiefly in the making of blocks and other articles for textile printing. Another branch of the carpentry class carried out minor repairs to furniture and painting of notice boards for the College grounds. Other trades carried on in this section—giving employment to several local people are chick-making, book-binding, lamp-shade making, tailoring, reptile-skin tanning.

Reptile-skin Tanning.—This craft was introduced during the year and shows signs of being a lucrative occupation if the Malays can conquer their aversion to handling the dead snakes.

All these trades have their quota of local boys as trainees.

The sales of various articles produced in the departments mentioned above for the year under review were as follows:—

Silver
Sarongs
Basketry
Miscellaneous

Snake-skin Tanning.—This craft was introduced during the past few years as a means of being a lucrative occupation if the Malays can be brought to handling the dead snakes.

All these trades have their quota of local boys as trainees.

The sales of various articles produced in the departments mentioned above for the year under review were as follows:—

					\$	c.
Silver	...	...	...	...	294	40
Sarongs	...	...	...	...	157	68
Basketry	...	...	...	...	649	27
Miscellaneous	...	...	...	...	2	00
					<hr/>	
					1,103	35
					<hr/>	

Recreation.—Indoor and outdoor games were played with the usual enjoyment. Association football is the major game during the College first term from January to May and hockey for the remainder of the year. Every student takes part in some games at least four afternoons a week if weather and health permit: it has always been realised that this is more important than that the first eleven should win a large number of matches. Inter-house fixtures and matches with outside teams were played at football, hockey, badminton and volley ball. A very great interest has been noticeable in volley ball. It is considered that this is the most suitable game for the villagers and deserves more encouragement than it at present receives. It was found possible to run two hockey teams of about equal strength and the standard of play has improved. Tennis continues to flourish among the masters. A new game was demonstrated by a team of school boys brought to the College by Mr. R. F. GUNN, Inspector of Schools, Negri Sembilan. It is an adaptation of Sepak Raga and is played on an ordinary badminton court. It is styled "Sepak Raga Jubilee" having

destined pages. A special supplement to this journal described a tour trip made by a party of 48 teachers in their holidays to the other states and settlements of the Peninsula. Periodical visits were made to the local Agricultural Stations by all teachers.

(b) TEACHERS IN CHINESE VERNACULAR SCHOOLS

With the consent of the department, Normal Classes were started from January, 1936 in two schools (one boy's and one girl's) in Selangor, and two (one boy's and one mixed) in Perak. In Selangor, the courses are of four years after Higher Primary. In each of the Perak schools, two classes were formed, one from second year Junior Middle (of 2 years), and one from first year Junior Middle (of 3 years). The four-years Normal Course runs parallel with the Junior Middle course for the first two years, and afterwards diverges, a number of educational subjects being taken in the last two years.

Grants-in-aid provision was made in 1936 for 75 pupils in Perak and 75 in Selangor. Only classes approved by the department are eligible for grants.

The original enrolments were :—Perak 74 (including 8 girls); Selangor 75 (including 37 girls). The enrolments at the end of the year were as follows :—

Perak 74 (including 8 girls); Selangor 60 (including 26 girls). The drop in the Selangor figures was due to failures in the terminal examination in June.

The total grant paid was \$1,787.50 for the period January to June. Grants are paid at the rate of \$25 per pupil per annum.

In one of the Perak schools, a one-year Normal Class was formed from Junior Middle graduates. This was not accepted as a Normal Class by the department, and was aided at Middle school rates.

Normal Class students are allowed to take the Junior Middle section of the inter-school examination in their third year, and again in their fourth year if they are not successful. It is hoped that papers on Chinese and English will also be set for fourth year students. In 1936, the

Perak 74 (including 8 girls); Selangor 60 (including 20 girls). The drop in the Selangor figures was due to failures in the term examination in June.

The total grant paid was \$1,787.50 for the period January to June. Grants are paid at the rate of \$25 per pupil per annum.

In one of the Perak schools, a one-year Normal Class was formed from Junior Middle graduates. This was not accepted as a Normal Class by the department, and was aided at Middle school rates.

Normal Class students are allowed to take the Junior Middle section of the inter-school examination in their third year, and again in their fourth year if they are not successful. It is hoped that papers on educational subjects will also be set for fourth year students. In 1936, 23 Normal students took the examination and eight passed.

At present the minimum qualification for registration of a Chinese teacher is a Junior Middle certificate, but it is hoped that in time the schools will prefer Normal trained teachers and that it will be possible to raise the minimum qualification.

(c) TEACHERS IN TAMIL VERNACULAR SCHOOLS

No local arrangements existed for training these teachers. Teachers were selected by the managers for the aided schools, and by the Inspector of Schools for the Government schools, on the advice of the Tamil Assistant Inspectors of Schools and of the Labour Department. A beginning, however, is being made in Selangor where Normal Classes are being started and it is hoped that further progress in this direction will soon be made.

(d) TEACHERS IN ENGLISH SCHOOLS

There is no central college for the training of teachers for English school work, but training is usually supplied at "Normal Classes" held at two centres in Perak and at one centre in each of the other three States.

The students who attend these Normal Classes, men and women alike, are required to possess Cambridge School Certificates with credits in at least two of the subjects English, elementary mathematics, history, geography and drawing, or certificates accepted by the Adviser on Education in lieu thereof; they must also have satisfied the Education Department in an oral English examination. They must be at least sixteen years of age. Those selected are appointed "Student Teachers" and are attached to an English school for three years of training. In the mornings they spend at least two hours in the class-rooms studying teaching methods or themselves teaching prepared lessons. In the afternoons and on Saturday mornings, they attend the Normal Classes. The Normal Class Instructors are European Masters and Mistresses, the majority being Government officers. The subjects of instruction are English (language and literature), the theory and practice of teaching, hygiene, physical training and, in some centres, art. An examination has to be passed each year, those for the first and third years being conducted by the Chief Inspector of English Schools and that for the second year by the local Inspectors of Schools and the Instructors. Student teachers who pass the third-year examination become "Trained Teachers" but they are not awarded their certificates till they have put in a further two years of satisfactory work teaching in a school.

In 1936 in Selangor a Normal Class was started in March for women teachers only. The wastage among the female staff is heavy and there is a shortage of trained teachers. The candidates admitted to the Normal Class included untrained teachers on the staffs of schools and also a number of girls who drew no salary but were selected to be given preference in filling any vacancy which occurs in future. There were 25 students in the class when formed, and one left the class at the end of the year, having failed both tests.

Under the auspices of the Selangor Teachers' Association, the Inspector of Schools gave a course in Elementary Phonetics, and the Reverend Mr. Pearn a course in Improved Teaching Methods.

Formerly, in the past, certain students who might be school teachers or teachers, or trained teachers, were selected and given the opportunity to undergo an

The wastage among the female staff is heavy and there is a shortage of trained teachers. The candidates admitted to the Normal Classes included untrained teachers on the staffs of schools and also a number of girls who drew no salary but were selected to be given preference in filling any vacancy which occurs in future. There were 25 students in the class when formed, and one left the class at the end of the year, having failed both tests.

Under the auspices of the Selangor Teachers' Association, the Inspector of Schools gave a course in Elementary Phonetics, and the Reverend P. L. PEACH a course in Improved Teaching Methods.

Yearly, in the past, certain students—who might be school pupils, student teachers or trained teachers—were selected and given three-year scholarships to Raffles College, there to undergo an education course of university standard to fit them for the teaching of subjects in the secondary classes of the English schools. They were required to specialise in certain branches and when they satisfactorily completed their studies and returned to teaching they received in addition to the salary of the teachers trained in the Normal Classes a \$50 monthly allowance (£70 annually). For student teachers who joined Raffles College in 1932 or later the "graduate allowance" was reduced to \$25 a month (£35 a year). For the last year or two, however, the probability that there will be no posts for such graduates for a few years to come has led to a temporary suspension of the scheme.

At the beginning of 1936 there were 3 students at Raffles College. One Perak female student failed in the third year diploma examination but was appointed to the staff of Lady Treacher Girls' School. The other two students were men from Selangor. One of these joined the College in 1935, but having failed the first year examination was allowed to take the first year course again. The second student joined the College in 1936. Both students are studying mathematics, as there is a shortage of trained mathematic teachers capable of teaching mathematics to the Cambridge classes.

CHAPTER VIII

FEMALE EDUCATION

(A)—PRIMARY EDUCATION

A primary education was obtainable by girls nearly everywhere either in girls' schools proper or in mixed schools or in boys' schools. Most vernacular schools admit a few children of the other sex than the one for which they are primarily intended, but the regulations lay down that there shall be a maximum age limit of 12 years for one of them.

(a) *Malay Vernacular Schools for Girls*

The demand for education for Malay girls is still growing. At the end of November there were 5,914 girls enrolled in girls' schools proper, and a further 8,007 in mixed or boys' schools, a total of 13,921; in 1935 the figures were 5,395, 7,036 and 12,431 respectively. There was an increase of 1,490 in the enrolment, a percentage increase of 12. The girls numbered 27 per cent. of the total number of pupils in Malay vernacular schools; in other words, the proportion of Malay girls to Malay boys receiving a vernacular school education was one to 2·8. In Chapter IV will be found a paragraph giving additional information about girls in Malay boys' schools. Education for Malay girls is not compulsory but about 50 per cent. of them attend school for three or four years. If the average school life for a girl is taken as being four years about 50 per cent. go to school—on the basis of the 1931 census report.

The number of Malay girls' schools was 82 as in 1935. Sixty-two were situated in Perak, seven in Selangor, eight in Negri Sembilan and five in Pahang. The average enrolment was 5,634 and the percentage attendance 0·5, an increase of 552 (10·8 per cent.) on the enrolment for 1935 and of 0·8 on the percentage attendance. Appendix XI refers.

As in the Malay boys' vernacular schools, the education supplied is entirely free. The schools are open for much the same number of days a year as the boys' schools and the full course normally takes five years, during which period the pupils receive the education provided. The percentages of girls in the different stages of the course at the end of November were as follows:

The number of Malay girls' schools was 82 as in 1935. Sixty were situated in Perak, seven in Selangor, eight in Negri Sembilan and five in Pahang. The average enrolment was 5,634 and the percentage attendance 92.5, an increase of 552 (10.8 per cent.) on the enrolment in 1935 and of 0.8 on the percentage attendance. Appendix XI refers.

As in the Malay boys' vernacular schools, the education supplied is entirely free. The schools are open for much the same number of hours a day and days a year as the boys' schools and the full course normally lasts for five years, during which period the pupils pass through five "standards". The percentages of girls in the different standards to the total enrolment, at the end of November, were as follows:—

Standard	1935		1936	
	In Girls' Schools	In Boys' Schools	In Girls' Schools	In Boys' Schools
Standard I	40.1	41.1	40.2	30.3
" II	22.7	23.3	24.5	25.5
" III	15.9	17.0	15.4	16.5
" IV	12.0	11.4	10.3	11.4
" V	9.3	7.1	9.6	7.1
" VI	...	0.1 (11 only)	...	0.2
Totals	100.0	100.0	100.0	100.0

The relative smallness of the percentages in the upper classes is very noticeable, but was to be anticipated; a rapid increase in enrolment in the lower classes is bound to make the percentages in the higher classes less

than in earlier years, though the numbers in these classes have in some cases gone up; at the same time the majority of parents still withdraw their girls before they complete the school course, but the position in this respect is likely soon to improve.

All general subjects were taught, a shortened form of the syllabus in the boys' schools being attempted. In addition a full and detailed syllabus in needlework, as well as one in some craft specially selected for each State, was followed. In the Perak schools domestic science was taught. Drill and practical hygiene figured as subjects on each school time-table. In the absence of much in the way of training for Malay women teachers in such subjects as arithmetic, composition and geography, the curriculum for girls' schools was planned to include a larger amount of the industrial handicraft work that was obviously more within the scope of the mistresses.

In the general subjects much of the work had to be left to the supervision and help of the boys' school group teachers, as the Assistant Supervisors (women) of the Malay Girls' Schools could pay only infrequent visits, and their time on these occasions was naturally taken up mainly with the needlework, crafts, hygiene and drill. The teaching, as in the past, varied from good to thoroughly bad; it was still very difficult to get satisfactorily qualified teachers. But the standard of the work is improving as emancipated and educated young teachers replace old and inefficient women who are retrenched or dismissed under special and ordinary retirement schemes. Writing is generally good and arithmetic is improving in some schools, but geography is usually very poorly taught.

Instruction in hygiene was given in every school, and there was daily examination of clothes and of personal cleanliness. Careful supervision has brought about an improvement, but it cannot be said that everywhere the standard is high. Weakness of discipline in the schools, the unhygienic nature of the homes, poverty, etc., all combine to render progress slow. In Perak and in Selangor, however, it is stated, in the larger schools there has been an improvement in the cleanliness of the pupils, due to the efforts made by the Assistant Lady Supervisors and the Visiting Sisters. In Selangor greater success is attending the efforts to obtain clean clothing, houses and surroundings.

Physical exercises and games are taken into consideration.

Instruction in hygiene was given in every school, and careful supervision of clothes and of personal cleanliness. Careful supervision is thought about an improvement, but it cannot be said that everywhere the standard is high. Weakness of discipline in the schools, the nature of the homes, poverty, etc., all combine to render progress slow. In Perak and in Selangor, however, it is stated, in the larger schools there was an improvement in the cleanliness of the pupils, due to the efforts made by the Assistant Lady Supervisors and the Visiting Nursing Sisters. In Selangor greater success is attending the efforts to obtain cleaner classrooms and compounds.

Physical exercises and games are taken three times a week in each class, but supervision is difficult and progress is slow, and the standard of the work varies from school to school. The teachers and children are still shy and self-conscious, and they are often handicapped by lack of space. The prejudice against Malay girls doing physical exercises out-of-doors is dying, but there still remain many village schools at which local conservatism insists on the exercises being done inside the school building.

Needlework was taught in all the girls' schools, and in the boys' schools in which girls were numerous and to which women teachers had been appointed. The subject is still improving, if rather slowly in some schools. More care and attention is being given to details of finish and cleanliness. Owing to lack of facilities for adequate supervision in some of the out-of-the-way schools, however, the standard of work varies greatly in this as in most of the other subjects. The pupils are gradually being taught to supply their own materials. The crafts taught included weaving, the making of mengkuang (screw-pine) mats and baskets, lace-making and pottery. The weaving suffered from lack of definite skilled supervision; the teachers produce fabrics from time to time but the pupils do not appear to learn much and seldom follow the craft after leaving school.

(c) *Tamil Vernacular Schools for Girls*

The only school for Tamil girls is in Perak and is run by Roman Catholic missionaries on a grant from Government. Their average enrolment was 297 and their percentage attendance 93.3. Thirty-four per cent. of the pupils were boys, however; at the end of November there were 107 girls and 115 boys.

A number of girls attend boys' schools and at the end of November the figures for all schools were as follows:

		<i>Girls</i>	<i>Total enrolment (boys and girls)</i>
In Government-aided girls' schools	...	207	322
In Government boys' schools	...	352	952
In Government-aided boys' schools	...	4,660	14,163
In private boys' schools	...	613	2,035
Totals	...	5,832	17,472

The proportion of girls to boys receiving a Tamil vernacular education was 1 to 2.2.

The number of teachers in these schools was as follows:—

	TEACHERS					
	MEN			WOMEN		
	Trained	Un-trained	Total	Trained	Un-trained	Total
Government-aided girls' schools						
Government boys' schools						
Government-aided boys' schools						

TEACHERS

	MEN			WOMEN		
	Trained	Un-trained	Total	Trained	Un-trained	Total
In Government-aided girls' schools .. .. .	..	..	..	..	10	10
In Government boys' schools ..	14	14	28	1	2	3
In Government-aided boys' schools	33	389	422	7	11	18
In private boys' schools ..	1	31	32	..	5	5
Totals ..	48	434	482	8	28	36

Needlework was taught in the Government schools and in one or two of the aided ones; the standard attained was good.

(B)—ENGLISH EDUCATION

There were no purely primary schools and no purely secondary schools for girls.

The schools are organised in much the same way as the English boys' schools (see Chapter V); points of difference are mentioned below.

There were 13 English girls' schools, all Government-aided. Six were managed by the Sisters of the Holy Infant Jesus, four by the Methodist Episcopal Church of America, two by the Church of England and one by the Plymouth Brethren. Five of them were in Perak, seven in Selangor

(c) SCHOOL BUILDINGS AND EQUIPMENT

(a) *English Schools*.—In Perak there was adequate accommodation in the English schools of the State though some of the accommodation provided, particularly at the Government English School, Batu Gajah and the King Edward VII School, Taiping, needs improvement. Accommodation must in due course be made for Science Teaching in the principal schools. A new extension consisting of a hall and two class-rooms was added to the Anglo-Chinese School, Kampar, in the course of the year. The new extension was opened by the Honourable the British Resident, Perak, on 10th October, 1936. This new addition to the Anglo-Chinese School, Kampar, was built without assistance from Government. It was entirely financed from subscriptions. At the opening of the building, the appreciation of Government and the Education Department of the public spirit shown by the people of Kampar was expressed by the Honourable British Resident and the Inspector of Schools. During the course of the year part of the project to replace the Anglo-Chinese School, Sitiawan was nearly completed. So far eight new class-rooms have been provided. The provision of a school hall, a craft room and other necessary adjuncts to the school are to be completed in due course. As in the case of the Kampar extension, the new buildings at Sitiawan have been financed entirely from public subscriptions. Two Government English schools—the Government English School, Kamunting and the Maxwell School, Ipoh—were closed at the end of the year as adequate accommodation was available in the neighbourhood of these two schools.

The following additions to the equipment of the Trade School, Ipoh, were made:—

- (i) A motor driven air compressor lent by the P.W.D.
- (ii) One internal grinding machine and one turning and screw cutting gap lathe.
- (iii) One Ruston Oil Engine, condemned P.W.D. plant, was also added for training purposes.

In Selangor at the beginning of the year there were more applications for admission than could be received. No major building works were undertaken, except the building of a new hall at the St. John's Institution. At the Batu Road School improvements were made to the latrines and eight drinking fountains were provided. New sports equipment was purchased and a new playing field was begun in front of the school. At the Pasar Road School five new drinking fountains were provided, and some improvement was begun to the playing field. At the High School, Klang, a temporary shed for use as games pavilion was erected from school funds. New equipment supplied to the Batu Road School included an electric clock, a gramophone, new pictures and desks. A new concrete badminton court, useful also for drill purposes, was made at the Methodist Girls' School, Klang. In Pahang the only addition to English School buildings was a set of bucket latrines at Kuantan.

(b) *Malay Vernacular Schools.*—In Perak, six new Malay schools were built during the year with accommodation for over 800 pupils and two schools were extended. Fifteen new wells and 121 additional latrines were constructed. In Selangor, two new semi-permanent schools were built for 100 girls and 100 boys respectively while six temporary buildings were erected to accommodate over 500 pupils. A temporary school building was blown down by a storm and another building erected in its place. Many improvements were carried out on existing buildings chiefly in respect of drains, latrines, water supplies and new teachers' quarters. In Negri Sembilan, a beginning was made in the programme of the replacement of buildings that have passed their economic life. A start was made with a new school at Tanjong Ipoh with accommodation for 250 boys and 100 girls, eight teachers' four semi-detached blocks. The plan of this school is different from the usual type, but its form of construction is similar to that of the usual Malay schools are concerned. Buildings for the Chinese and Indian communities at Ipoh and Teluk Anson were also completed.

built during the year with accommodation for over 800 pupils and two schools were extended. Fifteen new wells and 121 additional latrines were constructed. In Selangor, two new semi-permanent schools were built for 150 girls and 100 boys respectively while six temporary buildings were erected to accommodate over 500 pupils. A temporary school building was blown down by a storm and another building erected in its place. Many improvements were carried out on existing buildings chiefly in respect of drains, latrines, water supplies and new teachers' quarters. In Negri Sembilan, a beginning was made in the programme of the replacement of buildings that have passed their economic life. A start was made with a new school at Tanjong Ipoh with accommodation for 250 boys and quarters for eight teachers (four semi-detached blocks). The plan of the school followed the usual type, but its form of construction was new to this country so far as Malay Schools are concerned. Reinforced concrete was used, with roof members of steel and Indian tiles, and ceiling of asbestos sheeting. The building is 200 feet long with internal width of $22\frac{1}{2}$ feet. The building is two storeyed: the ground floor is entirely open with a cement floor: and the upper floor is for classrooms. Only for the floor and walls of the upper storey is wood used. If owing to increase in number of standards, or number of girls seeking admission, the present accommodation is insufficient then the ground floor could easily be converted into classrooms and the school could hold nearly 500. There is difficulty in obtaining water in this area so piping and tank were built for collecting rain water off the school roof. The tank if full should be sufficient for school and quarters for thirteen days. The school playing field, large enough for a small football pitch, was also levelled. The total cost was \$25,000 (£2,917). With the recent rise in wages and materials, it is doubtful if a contract at such a price could be placed again. A separate building on the same lines was built as additional accommodation for Rahang Malay School, Seremban. This building is 75 feet long and cost \$4,000 (£467). In Pahang, Malay school buildings of the Pahang temporary type (which consists of a wooden floor, wooden walls three feet high, and a corrugated iron roof covered with atap dropping very low at

the eaves) were erected at Bukit Segumpal and Sungei Karang to replace the old Kampong built structures. Semi-detached teachers quarters of a new type to match the schools were built at four schools. Small store cupboards were added to 10 schools. Three wells and 15 pit latrines were completed. Ceilings were added to three schools. The Benus Malay school which has stood since 1905 was completely gutted by a fire accidentally started by a teacher's small son. Replacement was started in December, the new building to cost about \$3,500 (£408) which is a record high price for a Pahang school.

(c) *Chinese Vernacular Schools*.—Schools are encouraged to occupy buildings designed as schools, but most of the smaller schools are still in buildings designed as shop-houses or dwelling-houses, and only slightly modified for school purposes. There were 20 plans for school buildings or extensions of school buildings submitted for approval during the year, fourteen from Perak and six from Selangor. No grants for building purposes are given.

(d) *Tamil Vernacular Schools*.—These are usually provided and built by the managements of estates which employ Tamil labour. The Education Department continued to insist on the minimum conditions required by Health Officers before registering new schools. In 1936 seventeen new schools were opened in Perak and fourteen in Selangor.

(e) All new school buildings have to comply with certain regulations made under the Registration of Schools Enactment and all plans of new buildings are submitted to the State Superintendents of Education (Inspectors of Schools) for their approval. The plans are very carefully scrutinised and while those for Government buildings are given special attention, the plans for aided school buildings, especially those for buildings towards the erection of which Government is making a grant, receive little less. In the case of private schools the power of the Education Department is determined by the regulations, but even when recommendations cannot be enforced by law it is generally found that school managements are ready to accept and follow advice supplied to them. The result has been that the majority of the buildings recently erected for school purposes have been very suitable.

(f) MORAL AND RELIGIOUS INSTRUCTION

Plans are submitted to the State Superintendents of Education (Inspectors of Schools) for their approval. The plans are very carefully scrutinised and while those for Government buildings are given special attention, the plans for aided school buildings, especially those of buildings towards the erection of which Government is making a grant, receive little less. In the case of private schools the power of the Education Department is determined by the regulations, but even when recommendations cannot be enforced by law it is generally found that school managements are ready to accept and follow advice supplied to them; the result has been that the majority of the buildings recently erected for school purposes have been very suitable.

(d) MORAL AND RELIGIOUS INSTRUCTION

Religious instruction is given in the schools of the Christian Brothers, the Convents, the schools of the American Methodist Mission, of the Church of England and of the Plymouth Brethren; it is not given in Government schools. It is taken either before or after the regular school hours, and no pupil can be compelled to be present at it or at any time of religious observance. Christian religious knowledge, however, continues to be offered at the Cambridge Local Examinations by many candidates who receive no teaching in it in their schools. Moral instruction in Government schools finds its place at the assembly, but the inculcating of the observance of right conduct is expected from every master at every period of the day, whether in school or out of school, both by practice and precept. Few teachers find discipline difficult to achieve. Malay boys receive instruction in the Koran, but this instruction takes place outside the ordinary school hours, usually in the afternoons, either in the school buildings or in the local mosques, and seldom at the hands of the ordinary school teacher; in Selangor, however, religious instruction is given for half an hour every day by the school teachers and it is based on text-books prepared by His Highness the Sultan and approved by the Religious Committee; in that

the making of arrangements for the instruction in the Koran is left to the parents. In Pahang the Senior Co-operative Officer lectured to Malay school teachers and to English schools pupils. Great interest was shown in his explanation of how a Malay school teacher could save \$6,602.54 (£770 5s. 11d.) from his pay in 35 years. The bamboo money box, which is known as *tabong* or *chiling*, was in common use in the Malay schools. Two thousand four hundred and ten dollars and fifty-six cents (£281 4s. 8d.) was saved in this way mostly in one cent pieces. If the half cent piece were current in the kampongs an even bigger total might have been achieved. Nearly as large a sum (\$1,663.08) (£194 os. 6d.) was contributed by the children to the School Funds by means of weekly one cent collections. The fund has been employed in improving the schools' amenities, notably in the purchase of pictures and ornaments. In many Chinese schools subjects such as ethics and civics occur in the time-tables of the upper classes; the teaching is based largely on the Chinese classics, though it has been modified by modern contact with the west and has been supplemented by stories from European history; there is no definitely religious teaching, except in a few Mission schools. The Boy Scout movement which is popular in all schools is a very useful auxiliary in the teaching of right conduct. The same is true of Guiding, but it is far less wide-spread than Scouting.

(c) ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN

There are no institutions in the Federated Malay States for defective or delinquent children, but the St. Nicholas Home, Penang, which is run by the Church of England, receives blind and physically defective children without restriction as to race or religion, and delinquent boys may on conviction by a Court be sent to the Reformatory in Singapore where they are taught trades and are given all the freedom that is possible in the circumstances.

CHAPTER X

MISCELLANEOUS

(a) Co-operation with other Departments

The Education Department conducted the annual

including a large number of subordinates from Government Technical Departments, who were admitted to the classes free of charge, as the course was likely to be of benefit to them in their duties.

There are five Chinese night schools which supply adult education mainly to Hylams. One is an English class.

Some Chinese schools had afternoon classes for children who attended English schools in the morning. This is an arrangement which is viewed with little favour by the Education Department.

(e) Registration of Schools

In 1936, there was less trouble than formerly with "mushroom" schools.

A Japanese school was registered in Negri Sembilan during the year.

The following table gives the number of registered schools and teachers at the end of November, 1936:—

<i>Schools</i>		<i>Perak</i>	<i>Selangor</i>	<i>Negri Sembilan</i>	<i>Pahang</i>	<i>Federated Malay States</i>
English Schools	...	53	55	13	11 *	132
Vocational Schools	...	2	1	—	—	3
Vernacular Schools :—						
(a) Malay	...	286	86	90	92	554
(b) Tamil	...	165	179	81	16	441
(c) Chinese	...	180	141	64	35	420
Totals	...	686	462	248	154	1,550
<i>Teachers</i>						
English Schools	...	353	353	97	49	852
Vocational Schools	...	7	6	—	—	13
Vernacular Schools :—						
(a) Malay	...	776	331	316	213	1,526
(b) Tamil	...	235	235	61	25	556
(c) Chinese	...	225	180	100	50	655
Totals	...	1,236	746	477	293	2,752

(b) Tamil	...	165	179	81	16	411
(c) Chinese	...	180	141	64	35	420
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	...	686	462	248	154	1,550
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Teachers

English Schools	...	353	353	97	49	852
Vocational Schools	...	7	6	—	—	13

Vernacular Schools :—

(a) Malay	...	776	331	316	213	1,636
(b) Tamil	...	235	225	92	18	570
(c) Chinese	...	636	476	161	89	1,362
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	...	2,007	1,391	666	369	4,433
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

There was one prosecution under Section 4 of the Enactment, and a fine of \$25 was imposed.

F. J. MORTEN,
Adviser on Education,
Malay States.

SINGAPORE, 31st May, 1937.

* Excluding 3 Hill schools.

For schools for Non-Europeans	PRIMARY SCHOOLS			
	Under public management		Other Institutions	
	2		3	
	Male	Fe- male	Male	Fe- male
1				
Trained ..	1,087	12	428	137
Untrained ..	459	251	820	142
With University Degree ..	..	..	..	..
Without Univer- sity Degree ..	1,546	263	1,248	279

Secondary Schools				Combined Primary and Secondary Schools				Art and Science Colleges				Grand Total	
Under public management		Other Institutions		Under public management		Other Institutions		Under public management		Other Institutions			
4		5		6		7		8		9		10	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
49	..	6	1	201	23	192	138	..	..	..	..	1,963	311
..	7	111	73	..	..	..	..	1,390	473
..	15	..	11	9	..	..	..	..	26	9
..	..	6	1	186	30	292	202	..	..	..	..	3,327	775

Class of Schools			No. of Schools		Average Enrolment		Average Attendance		Percentage Attendance	
			1935	1936	1935	1936	1935	1936	1935	1936
<i>Government Boys</i>										
Perak	..	..	9	9	2,616	2,695	2,540	2,619	97.1	97.2
Selangor	..	..	5	5	2,276	2,362	2,196	2,243	96.5	94.9
Negri Sembilan	..	..	4	4	837	878	798	844	95.3	95.1
Pahang	..	..	5	5	627	698	594	668	94.7	95.7
Total			23	23	6,356	6,633	6,128	6,374	96.4	96.7
<i>Aided Boys</i>										
Perak	..	..	7	7	2,845	2,904	2,729	2,785	95.9	95.9
Selangor	..	..	3	3	1,962	1,944	1,887	1,855	96.2	95.4
Negri Sembilan	..	..	2	2	705	705	671	671	95.0	95.9
Pahang*	..	..	..	..	..	..	..	..	..	..
Total			12	12	5,512	5,553	5,287	5,311	95.9	95.4
<i>Aided Girls</i>										
Perak	..	..	5	5	1,691	1,737	1,606	1,657	95.0	95.4
Selangor	..	..	7	7	2,564	2,608	2,429	2,477	94.7	94.9
Negri Sembilan	..	..	1	1	373	354	356	331	95.4	94.6
Pahang*	..	..	..	..	..	..	..	..	..	..
Total			13	13	4,628	4,699	4,391	4,465	94.8	95.6
Grand Total			48	48	16,496	16,885	15,806	16,190	96.4	96.7

* No aided English schools in Pahang.

		1	1	313	313	4,391	4,400	11,791	11,791
Total	..	13	13	4,628	4,699	4,391	4,400	11,791	11,791
Grand Total	..	48	48	16,496	16,885	15,806	16,150	43,337	43,337

* No aided English schools in Pahang.

APPENDIX II

PUPILS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY RACE

Race	Perak		Selangor		Negri Sembilan		Pahang		Federation of Malay States	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Europeans and Eurasians	173	139	267	228	84	67	10	8	534	45
Malays	1,147	92	660	180	343	45	129	7	2,279	35
Chinese	2,755	1,042	2,224	1,344	462	187	255	39	5,696	2,500
Indians	1,433	447	1,082	769	485	233	189	60	3,189	1,300
Others	13	10	73	87	6	7	1	..	93	30
Total	5,521	1,730	4,306	2,608	1,380	539	584	114	11,791	4,391

APPENDIX III

TEACHERS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY RACE

Race	Perak		Selangor		Negri Sembilan		Pahang		Federated Malay States	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
British ..	10	15	10	13	6	7	..	1	26	56
French ..	2	2	..	4	..	1	..	..	2	7
German ..	2	..	1	..	1	..	..	..	4	7
American ..	5	3	5	4	1	..	..	..	11	7
Eurasians ..	17	23	12	30	9	8	..	..	38	61
Malays ..	12	..	7	..	4	..	1	..	24	..
Chinese ..	65	21	54	19	8	3	5	..	132	43
Indians ..	60	9	46	9	30	2	20	..	156	26
Others ..	3	2	3	2	..	..	..	..	6	4
Total ..	176	75	138	81*	59	21	26	1†	399	178

APPENDIX IV

TEACHERS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY RACE

APPENDIX IV

TEACHERS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY NATIONALITY

Nationality	Perak		Selangor		Negri Sembilan		Pahang		Federated Malay States	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
British Subject...	80	40	67	30	34	12	21	1	202	62
British protected persons	74	21	60	40	22	8	..	..	160	54
French Subject...	2	2	..	4	..	1	..	..	2	1
German	2	..	1	..	1	..	..	..	4	..
American	3	3	3	4	1	..	..	..	11	7
Chinese	6	7	4	3	1	..	5	..	16	20
Other aliens	3	2	1	..	..	..	..	..	4	2
Total	176	75	138	81*	59	21	26	11	399	176

* Does not include 2 Student Teachers.

† Part time teacher.

APPENDIX IV

TEACHERS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY NATIONALITY

Nationality	Perak		Selangor		Negri Sembilan		Pahang		Federated Malay States	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
British Subject..	80	40	67	30	34	12	21	1	202	83
British protected person ..	78	21	60	40	22	8	..	..	160	69
French Subject..	2	2	..	4	..	1	..	..	2	7
German	2	..	1	..	1	..	..	..	4	..
American	5	3	5	4	1	..	..	..	11	7
Chinese	6	7	4	3	1	..	5	..	16	10
Other aliens ..	3	2	1	..	..	..	..	..	4	2
Total ..	176	75	138	81*	59	21	26	1†	399	178

* Does not include 2 Student Teachers.

† Part time teacher.

				No. of Schools		Average Enrolment		Average Attendance		Percentage of Attendance	
				1935	1936	1935	1936	1935	1936	1935	1936
<i>Boys</i>											
Perak	..	..		222	224	17,430	19,109	16,074	17,738	92·2	92·8
Selangor	..	..		78	79	8,854	9,551	8,340	8,974	94·2	93·9
Negri Sembilan	..	..		81	82	6,821	7,262	6,419	6,859	94·0	94·4
Pahang	..	..		84	87	4,959	5,545	4,504	5,114	90·7	92·2
Total	..			465	472	38,064	41,467	35,337	38,685	92·8	93·2
<i>Girls</i>											
Perak	..	..		62	62	3,672	3,966	3,355	3,668	91·4	92·4
Selangor	..	..		7	7	776	905	728	843	93·7	93·1
Negri Sembilan	..	..		8	8	419	526	387	495	92·5	94·0
Pahang	..	..		5	5	215	237	188	215	87·4	90·7
Total	..			82	82	5,082	5,634	4,658	5,221	91·6	92·6
Grand Total	..			547	554	43,146	47,101	39,995	43,906	92·7	93·2

APPENDIX XVI

TABLE OF TAMIL SCHOOLS, PUPILS (Government, Aided and Private)

State	GOVERNMENT			ESTATE			Total
	Schools	Pupils	Teachers	Schools	Pupils	Teachers	
Perak	8	514	19	138	5,325	169	8
Selangor	4	369	10	162	5,533	187	166
Negri Sembilan	1	120	2	73	2,642	78	74
Pahang .. ..	..	..	..	12	296	11	12
Total ..	13	1,003	31	385	13,796	445	8

* Includes three Telugu (aided) and one Malaya

† Boys .. 11,968
Girls .. 5,710

‡ Male .. 532
Female .. 39

17,678

571

ESTATE				MISSION			PRIVATE			TOTAL		
Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers
19	138	5,325	169	6	613	22	13	849	26	165*	7,301	236
19	162	5,533	187	..	..	..	13	865	28	179	6,767	225
5	73	2,642	78	2	55	2	5	246	10	81	3,063	92
	12	296	11	..	..	..	4	251	7	16	547	18
21	385	13,796	445	8	668	24	35	2,211	71	441	17,678†	571‡

* Telugu (aided) and one Malayalam (aided) schools.

† Male .. 532
 Female .. 39

‡ 571

State	NUMBER OF SCHOOLS			AVERAGE ENROLMENT			AVERAGE
	Estate	Mission	Private	Estate Schools	Mission Schools	Private Schools	Estate Schools
Perak	114	5	10	4,714	519	712	4,237
Selangor ..	126	..	7	4,830	..	650	4,317
Negri Sembilan ..	68	1	3	2,465	38	159	2,211
Pahang	7	..	4	164	..	212	150
Total ..	315	6	24	12,173	557	1,733	10,915

AVERAGE ENROLMENT			AVERAGE ATTENDANCE			AMOUNT OF GRANTS PAID			Total grants paid in each State
State Schools	Mission Schools	Private Schools	Estate Schools	Mission Schools	Private Schools	Estate Schools	Mission Schools	Private Schools	
						\$ c.	\$ c.	\$ c.	\$ c.
1,714	519	712	4,237	458	638	32,338 00	3,656 00	4,303 00	40,297 00
1,839	..	650	4,317	..	563	23,791 00	..	2,969 00	26,760 00
2,465	38	159	2,211	29	132	12,313 00	155 00	978 00	13,446 00
104	..	212	150	..	210	965 00	..	975 00	1,940 00
1,173	357	1,733	10,915	487	1,543	69,407 00	3,811 00	9,225 00	82,443 00

APPENDIX XIII

SCHOOLS, PUPILS AND TEACHERS

APPENDIX XVIII

TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS

State	MODERN												
	Public			Mission			Night			Private			
	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils		
Perak ..	130	14,013	554	7	370	15	2	26	2	12	804		
Selangor ..	90	9,702	392	3	166	13	3	146	10	23	864		
Negri Sembilan	47	3,229	139	5	290	10	..	..	..	6	130
Pahang ..	23	2,040	76	..	..	..	..	..	..	2	63
Total ..	290	28,984	1,161	15	826	38	5	172	12	43	1,861		
							* Boys ..	24,998				† Men ..	1,0
							Girls ..	8,828				Women ..	3
									33,826				1.3

APPENDIX XVIII

LIST OF CHINESE SCHOOLS, PUPILS AND TEACHERS

MODERN								OLD STYLE			TOTAL		
Location	Pupils	Teachers	Night		Private			Private			Schools	Pupils	Teachers
			Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers		
370	15	2	26	2	12	804	34	29	889	31	180	16,102	636
186	13	3	146	10	23	864	33	22	682	28	141	11,560	476
290	10	..	..	..	6	130	6	6	171	6	64	3,820	161
..	..	..	..	..	2	63	3	10	241	10	35	2,344	89
826	38	5	172	12	43	1,861	76	67	1,983	75	420	33,826*	1,362†
Boys			24,998		† Men .. 1,043								
Girls			8,828		Women .. 319								
			<u>33,826</u>					<u>1,362</u>					

APPENDIX XIX

STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID TO CHINESE SCHOOLS IN 1936
FOR PERIOD 1-7-35 TO 30-6-36

	Perak	Selangor	N.S.	Pahang	F.M.S.
<i>Primary Schools:</i>					
Number of Schools ..	91	51	15	10	167
Amount of grants paid 1-7-35 to 30-6-36 ..	\$65,000.00	\$30,580.00	\$6,300.00	\$5,000.00	\$106,880.00
Average Enrolment. A.	10,648	5,817	1,433	1,217	19,115
Average Attendance ..	10,051	5,532	1,328	1,139	18,050
Average cost per pupil on enrolment ..	\$6.10	\$5.26	\$4.40	\$4.11	\$5.59
<i>Middle Schools:</i>					
Number of Schools ..	3	2	..	..	5
Amount of grants paid 1-7-35 to 30-6-36 ..	\$3,636.00	\$3,618.00	..	..	\$7,254.00
Average Enrolment. A.	306B	298	..	..	604
Average Attendance ..	294	295	..	..	589
Average cost per pupil on enrolment ..	\$11.85	\$12.14	..	..	\$11.85

<i>Middle Schools:</i>					
Number of Schools ..	3	2	..	..	4
Amount of grants paid 1-7-35 to 30-6-36 ..	\$3,636.00	\$3,618.00	..	..	\$7,254.00
Average Enrolment. A.	306B	298	..	..	604
Average Attendance ..	294	295	..	..	589
Average cost per pupil on enrolment ..	\$11.88	\$12.14	..	..	\$12.01
<i>Normal Classes. C.</i>					
Number of Schools ..	2	2	..	..	4
Amount of grants paid 1-1-36 to 30-6-36 ..	\$912.50	\$875.00	..	..	\$1,787.50
Average Enrolment ..	75	73	..	..	148
Average Attendance ..	73	70	..	..	143
Average cost per pupil on enrolment ..	\$12.43	\$11.99	..	..	\$12.00
Total Grants Paid ..	\$69,548.50	\$35,073.00	\$6,300.00	\$5,000.00	\$115,921.50

Note—A. The average enrolments are for the period 1-7-35 to 30-6-36.

B. This includes a Normal class not aided at Normal class rates.

C. Normal classes started in January, 1936. The figures are for six months.

APPENDIX XX

CLASSIFICATION OF CHINESE SCHOOLS AND PUPILS

Type of Schools	Number of Schools		Number of Pupils		Number of Teachers		Grants Paid
	Boys and Mixed	Girls	Boys	Girls	Men	Women	
							\$ c.
Government Primary Schools ..	2	..	187	138	6	5	..
Aided Primary Schools ..	158	9	14,836	5,311	606	221	106,880 00
Non-Aided Primary Schools ..	241	9	9,203	3,104	370	89	..
Aided Secondary Departments of Combined Primary and Secondary Schools (a) ..	3	2	327	157	(b)43	(b)23	6,510 00
Non-Aided Secondary Departments of Combined Primary and Secondary Schools (a) ..	8	..	259	62	(b)69	..	..
Aided Purely Secondary Schools	1	..	65	13	6	1	525 00
Aided Normal Classes ..	3	1	101	33	(b)15	(b) 1	1,787 50
Normal Class given a Middle School grant (c) ..	1	..	20	10	6	1	219 00

Notes.— 1. (a) The figures for schools, but not for pupils, are also included under Primary schools.

(b) Most of these teachers also teach in the Primary classes.

(c) A one-year class, which graduated in December 1936, at the Nan Hwa High School, Sitiawan, which is a purely secondary school, which also has Aided Normal classes as well as this one.

There were 6,943 girls in boys' schools.

There were 187 boys in girls' schools.

APPENDIX XXI

FEDERATED MALAY STATES SCHOOL AGE AND TOTAL POPULATION BY RACE TO
TO (i) CHILDREN OF SCHOOL AGE (ii) TOTAL POPULATION, AND (iii) PERCENT

A.—Population of all Races by Age, F
(1931 Census Report)

Races		Age 5—9		Age 10—14 (b)		TOTAL Age 5—14 (b)	
		Male	Female	Male	Female	Male	Female
Eurasians	.. ..	287	293	269	239	556	532
Malaysians	.. ..	42,372	41,120	30,232	27,647	72,604	68,767
Chinese	.. ..	33,254	29,471	27,144	23,005	60,398	52,476
Indians	.. ..	17,337	16,695	14,773	10,330	32,110	27,025
Others (a)	.. ..	624	555	682	394	1,306	949
Total	.. ..	93,874	88,134	73,100	61,615	166,974	149,749

(a) Excludes Europeans.

(b) Excludes t

APPENDIX XVI

(i) POPULATION BY RACE TOGETHER WITH PERCENTAGES OF SCHOOL ENROLMENT
(ii) PERCENTAGE OF LITERACY TO TOWN POPULATION (a).

Population of all Races by Age, F.M.S.

(1931 Census Report)

Age 10—14 (b)		TOTAL Age 5—14 (b)		Age 15—19 (b)		TOTAL Age 5—19 (b)		TOTAL POPULATION, F.M.S.	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
289	239	556	532	213	210	769	742	1,674	1,530
2,232	27,647	72,604	68,767	23,248	11,664	95,852	80,431	268,148	242,673
7,144	23,005	60,398	52,476	29,017	14,041	89,415	66,517	366,002	128,546
1,773	10,330	32,110	27,025	15,464	3,178	47,574	30,203	211,342	93,877
682	394	1,306	949	772	260	2,078	1,209	2,583	2,829
3,100	61,615	166,974	149,749	68,714	29,353	235,688	179,102	849,749	469,455

(a) Europeans.

(b) Excludes those married.

APPENDIX XXI—(cont.)

B.—Number of Pupils in all Schools, Government, Aided and

Races			English Schools, Govt. and Aided		Malay Schools (b)		Chinese Schools, Aided and Private	
			Male	Female	Male	Female	Male	Female
Eurasians	..	..	529	446	..	..	..	..
Malaysians	..	..	2,373	363	36,389	13,738	..	..
Chinese	..	..	5,486	2,812	..	..	24,998	8,828
Indians	..	..	3,102	1,592	..	..	..	..
Others (a)	..	..	94	104	..	..	..	..
Total ..			11,584	5,317	36,389	13,738	24,998	8,828

Races			Vocational Government and Private Schools		TOTAL (All Schools)		Per cent. of school enrolment to children of school age i.e. 5—19	
			Male	Female	Male	Female	Male	Female
Eurasians	..	..	13	..	640	531	83·2	71·5
Malaysians	..	..	655	..	39,826	14,142	41·5	17·5
Chinese	..	..	32	..	32,600	12,359	36·4	18·6
Indians	..	..	30	..	17,398	7,829	36·5	25·9
Others (a)	..	..	2	..	195	133	9·3	11·0
Total ..			732	..	90,659	34,994	38·4	19·5

(a) Excludes Europeans.

(b) Free Malay Vernacular Education.

(c) In addition there were 120 European children (51 boys and 69 girls).

(d) These figures taken from 1931 Census Report.

Schools, Government, Aided and Private, 1936

Schools (b)	Chinese Schools, Aided and Private		Tamil Schools, Government, Aided and Private		Private English Schools (c)	
	Female	Male	Female	Male	Female	Male
13,738	..	..	..	..	98	85
..	..	..	..	..	409	41
..	24,998	8,828	..	..	2,084	719
..	..	..	12,047	5,810	2,219	427
..	..	..	..	..	99	29
13,738	24,998	8,828	12,047	5,810	4,909	1,301

TOTAL Schools)	Per cent. of school enrolment to children of school age <i>i.e.</i> 5—19		Per cent. of school enrolment to total population (a)		Per cent. of Literacy to Town Population (d)	
	Female	Male	Female	Male	Female	Male
531	83·2	71·5	38·2	34·7	78·4	72·1
14,142	41·5	17·5	14·8	5·8	47·6	19·5
12,359	36·4	18·6	8·9	9·6	52·0	19·5
7,829	36·5	25·9	8·2	8·3	50·2	25·5
133	9·3	11·0	7·5	4·7	71·7	62·6
34,994	38·4	19·5	10·6	7·4	51·9	23·4

... children (51 boys and 69 girls) in the three Hill schools in Pahang.
... Report.